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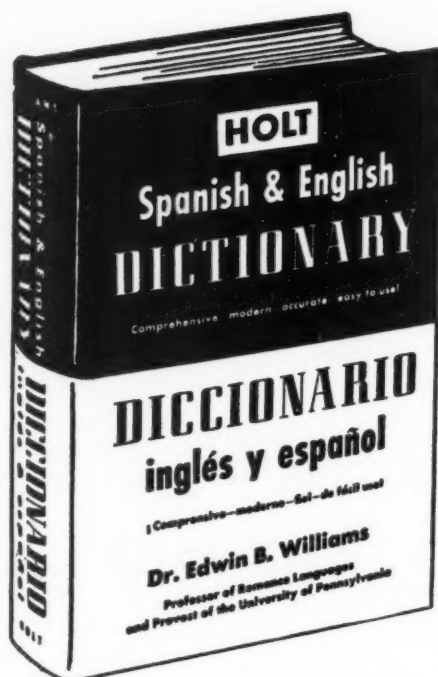
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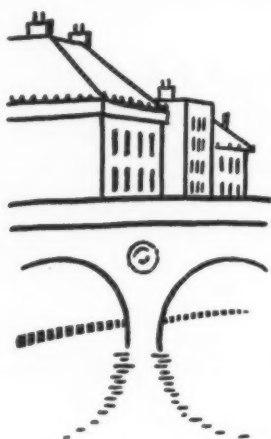
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## A Larger Concept of Language Drill

IN AN advertising leaflet issued by a language textbook publisher, a teacher in a testimonial on a series of readers just published was quoted as follows:

"Your series . . . is superior to others because its center of gravity lies not in drill (by means of an artificial, silly text), but in interesting information. . . ."

Most of us will agree that interesting content is important for language readers at all stages of learning, but are we to condemn drill material as being "artificial" and "silly"? Perhaps our correspondent was referring to *poor* drill, the type of activity aimed at developing mental discipline only, or the recital of formulae divorced from application and therefore meaningless to the student outside of the drill context. Perhaps he is castigating the use of drill content only in readers, and might grant it a place in other types of learning material. At any rate, the quotation raises an issue that needs discussing.

Several comparatively recent developments in the language-teaching field make a thoughtful discussion of drill particularly pertinent at this time. First, we note what seems to be a renewed emphasis on the oral-aural aims, highlighted first by the well-publicized success of the ASTP and the civilian programs it inspired, later by development of the language laboratory for oral practice, and, most recently, by the bloom of the FLES movement, with most teachers relying upon a predominantly oral, direct-method approach. Second, we note, less obviously perhaps, the increasing influence of structural linguistics on the teaching of language, with some of the newer textbooks teaching grammar through practice on speech-patterns, rather than through memorization of rules.

The significance of these developments seems to be this: ways of *covering material* (basic word lists, minimum grammar, etc.) are becoming less central than ways of *achieving proficiency* in active use of the language, and particularly in active *oral* use. And methods of

*presentation* (as represented by the grammar-translation, natural, direct, and reading methods familiar to every methods-course student) are ceding the spotlight of attention to methods of *assimilation*. More need for discussing language drill exists now than has existed for many years.

Textbooks for the beginning phases of language learning have, almost since the time of Comenius, included exercises designed to improve a student's understanding of what he has just learned from a grammar unit. Most of these exercises have been (and still are) phrases or sentences to be translated (to verify this, check a representative selection of beginners' books on the market today). A minority of exercises are of various non-translation types—fill-ins, conversion of basic forms, completions, etc. Exercises following readings are predominantly of the question-answering type.

The chief purpose of almost all textbook exercises of the past and present is to understand better the material presented. They are not designed to be repeated or varied or otherwise continued until the point of active command in a particular language unit has been reached. Textbook exercises are usually presented as a list of numbered items in such a way that practically all students, when they come to the end of the list, say "That's that" and banish the material from their minds until they are called upon to recite it in class. The recitation, also, is usually a once-through affair, the teacher merely checking to see if the students understand certain grammatical constructions or vocabulary items. Further use of exercises as drill material is seldom considered.

The preceding paragraph indicates the distinction that needs to be shown between a "coverage" or "once-through" exercise and a "drill" exercise. Both are activities designed to bring about improvement in a learner in a certain area of study. But a "coverage" exercise is something prescribed, something assigned to be done, with a quality of completeness or finality about it after it has been performed by



the students, discussed, and intellectually understood. A "drill" exercise, on the other hand, continues the process of improvement beyond the point of initial understanding. Its job is to carry students step-by-step toward new language habits, new confidence, and new proficiency in the active use of the foreign language.

A good drill exercise does not give the impression that it is finished after the first performance. Systematic procedures are employed to solicit repetition and simple variation until students feel within themselves and demonstrate through outward performance a greatly increased skill in the use of the language. Evidence of understanding in a "coverage" exercise is seen to be accuracy in the use of the vocabulary, forms, and constructions called for. Evidence of skill in a drill exercise is not only accuracy, but also *fluency*, or *speed* of response. Drill items, therefore, must be easy enough so that students can make immediate responses to cues, yet not so easy that they feel they are not getting any benefit from the practice. Good drill material, then, is painstakingly graded and so arranged that it is introduced at the proper time in the year's program of study for maximum learning purposes.

An enlightened concept of drill (if we accept the oral-proficiency aim toward which the profession seems to be heading) needs to be promoted on two fronts: the textbook front, and the classroom teaching front. Since most teachers (I believe it is safe to state) depend on textbooks as materials of study as well as course outlines, textbook writers and publishers should accept responsibility for presenting language facts and language drill material in the most effective manner possible. Wherever textbooks lack such presentation, teachers should know how to transform traditional exercises into efficient drills, or to construct drills of their own to supplement the textbook exercises. Specific suggestions pertaining to the construction of textbooks and to the conducting of classes with relation to sound drill practices will follow at a later point in this article.

The first need in a discussion of this type is to make clear certain basic concepts and to assign to them terms that will identify them.

The indispensable features of a drill activity

are the *cue* and the *response*. A cue is a language utterance intended to solicit a response on the part of a listener. In everyday life, the most familiar type of cue is the *question*, which by its very form indicates the type of response expected, usually an *answer* to the question. Another common type of cue is the greeting, which usually solicits a return greeting in response. Other familiar types of cues are epithets, requests, commands, opinions, observations of fact (or apparent fact), etc., each of which solicits a certain type of response in a particular situation.

In communication drill work, cues and responses follow one another constantly. Here, as in real-life situations, questions and answers constitute a frequent cue-response pattern, as do requests and compliances. But language drill, even if conducted within an organized framework, contains such infinite variety beyond the question-answer and request-compliance forms that another element needs to be identified.

The drill *operation* is the desired manner of reaction to a cue or series of cues, that is, what is actually done in a drill exercise. In addition to answering questions, it may also involve mere repetition, translating a phrase or sentence, making a grammatical change or conversion, completing a sentence, conjugating or synopsising a verb, reciting a dialogue or a Gouin series, paraphrasing a paragraph, etc., from the most specifically designated manner of response to the most general.

Just as the cue and response are the content elements in the drill, the operation is the functional element. An operation at a given level of difficulty presupposes a certain amount of knowledge on the part of the students, and aims at certain definite learning outcomes. Suppose that, in a French class, the students have not yet studied forms of the verb *être*, but are able to understand certain expressions containing it. We wish to know how rapidly they can express English meaning-equivalents of some French phrases given orally, all of which the students have studied. We then state the operation, "give the meaning in English," or, as is done at the English Language Institute at the University of Michigan, the instructor demonstrates what is to be done in the exercise by first presenting some sample cues and responses,



and lets the students infer the operation through analogy. If the first cue were *Je suis Américain*, its response would be *I am an American*. The instructor would then continue with other cues of the same type, urging speed in responses, and repeating cues at random with various students until an improvement in speed is attained.

Suppose that, after study of the verb "être," the instructor wishes to see whether the students can match forms of the verb with various subjects in a sentence. He then states the operation, this time by analogy: "Note the following cues and responses: Cue: *Je*. Response: *Je suis dans la salle de classe*. Cue: *Vous*. Response: *Vous êtes dans la salle de classe*. I shall continue giving cues of the same type. You are to give responses of the same type as those in the examples." Incidentally, it will be seen that pronunciation correction, the bugaboo that has sabotaged many a smooth-flowing exercise, will be largely eliminated after a few rounds of responding to this type of pattern.

The success or failure of many an exercise seems to depend upon many things—the opportunity it gives for re-using previous lesson vocabularies and structures; the amount of material it presents that can be "digested" in one sitting; the organization of the material, allowing for unitary emphasis for focus, comparison of forms, etc.; the method in which the material is presented, whether through reading or listening; and the manner in which answers are to be given, whether through speaking or writing. Other factors are important—the readiness of the student in terms of material studied, purpose for taking the course, etc.; the nature of the activity performed just before the exercise; the setting in which the exercise is presented (realistic or artificial), etc. But the one attribute which is all-important to the student (and to the teacher, also, if he only knew it) is the exercise's *level of difficulty*. If interpreted broadly, the level of difficulty is the one attribute of which all the other factors mentioned above are simply facets. In particular: If the exercise provides the opportunity for re-using material previously learned, it will be easier for the student than if he is expected to learn new material for the purposes of the exercise. If the exercise presents a reasonably small,

digestible amount of material, it will be easier than if it presents a huge amount. If the exercise focuses on one grammar feature, it will be easier than if it diffuses its attention over many. If the student is permitted to follow the reading of the sentences in his textbook, the exercise will be easier than if he must listen with book closed. And if student interest is evoked through new, variable activity, realistic settings, etc., the exercise will seem easier than if student interest is neglected.

All of this is not to imply that an exercise should be as easy as it is possible to make it. It should not be too easy or too difficult, but properly graded for each stage of study. An exercise that is too easy will not stimulate the attention necessary for learning. One that is too difficult will tend to promote emotional attitudes hostile to learning, such as discouragement and frustration. The properly graded exercise will succeed where all others will fail.

Sometimes, in spite of all efforts at proper grading, an exercise just doesn't seem to "go over" when presented and performed in the classroom. As suggested above, many factors affect the success of an exercise—the familiarity of the material, the amount presented at one time, the number of grammatical features emphasized at one time, etc. All of these factors can be foreseen and provided for by the person who constructs the exercise. But the person who administers the exercise in the classroom may omit one or two seemingly inconspicuous details of presentation. For example, perhaps a class is to fill blanks in a series of sentences with certain pronoun forms, which are to be supplied purely from memory. Let us suppose that this particular class had learned to recognize the proper pronoun forms when seen on the printed page, but had never been asked to recall them from memory. For this particular class at this particular stage of learning, this particular exercise would be too difficult. If the instructor failed to recognize this, he would be likely to blame the textbook author, his students, or himself for a "poor" lesson. But if he is in the habit of examining objectively the factors affecting the proper grading of exercises, he will immediately see two ways of readjusting the level of the exercise to the level of the stu-

dents, thereby restoring the value of the exercise and of the lesson. First, he can prepare the students to reach the difficulty-level of the exercise, or he can downgrade the exercise to the level of the students. In the first case, he would need to provide or assign some necessary practice in recalling pronoun forms from memory; in the second case, he could supply the needed pronouns by writing on the blackboard a reference table, a series of model sentences, or simply random forms, and thereby change the mental function needed to perform the exercise from "recall" to "recognition" of the proper forms. If "recall" were later to be the function aimed at, then a similar exercise might be administered without the forms being supplied on the board, but only after needed preparation had been provided for.

Another concept which is seldom considered by either author or classroom teacher is the construction of drill material according to *levels of use*. If the chief aim of our instruction is to bring the student to the point where he can use the foreign language actively and freely, we must provide the practice that will enable him to develop the needed skills. Most textbooks commit one of two errors in this respect. The first error is to assume that the student is capable of free, independent use of the language with the very first lesson, and so he is given such an assignment as "Rewrite Lesson I in your own words." The second error is to assume that the student will not be capable of such skill at any time during the course; therefore, exercises are all of the same type throughout the book, usually translation sentences, fill-ins, or simple questions and answers, none of which stimulate learners to rise beyond the initial levels of use.

Three main *levels of use* seem to be distinguishable. The first, or lowest level, might be termed the *reproduction-of-forms* level. The mental functions for work at this level are mimicry and memorization. Students are asked to reproduce words, sentences, conversational dialog, declensions, conjugations, etc., as originally presented by the textbook, by the teacher, or by recordings. The second level might be characterized by *guided use of forms in speech patterns*. At this stage, students are given parts which they must fit into wholes. Exercises at

this level consist of blank-filling and completion, conversion of forms, close question-and-answer practice, and translation. At the third, or top level, students make *free use of language in communication situations*. At this level, students are given little or no guidance in the formation of language patterns. They are given the freedom and responsibility to choose their own expressions needed to handle a given communication problem. They may, however, be given "situations"—a theme for oral or written discourse, a social situation calling for certain conversational expressions, a story or factual selection to be re-told or re-written.

A good textbook would probably provide exercises on all three levels of use, and distribute them throughout the book, with possibly a larger proportion of level-I exercises near the beginning and a larger proportion of level-III exercises near the end. The backbone of the drill work will probably be incorporated into exercises on level II. Experienced authors and teachers will undoubtedly be able to distinguish various sub-levels or steps leading from levels I to III, depending upon the complexity of the material being assimilated. (It might be added in passing that practically all of the language recordings now available commercially seem ill-adapted to lead students to advance beyond the mimicry stage (i.e. level I) despite their claims. However, reports of work at Purdue, Michigan, Texas, Indiana and several other institutions indicate that administration of pattern drill is possible through recordings. One can only hope that these achievements might soon be made available commercially.)

The question now turns to textbooks: How might authors increase the effectiveness of textbooks, with special reference to drill procedures? I believe they should provide their books with the following:

- (1) Vocabulary available to the teacher and the class in the form of "work-units," which are word-forms and patterns that can be easily manipulated for purposes of drill. Especially needed is an early presentation of numbers, letters of the alphabet, interrogatives and ways of forming questions, frequent verbs, logical terms (*all, some, none, etc.*) Also recommended is the placement of foreign and English equivalents in opposite, straight-line columns to

facilitate self-study, and the grouping of terms of a single environmental class (occupations, members of the family, terms related to eating, etc.).

(2) Reading presented after vocabulary work-units to illustrate use of the language in context. Content should be varied, interesting, and stimulating, and include conversational dialog, re-tellable stories, discussable selections on foreign life and culture, problems of modern life, etc.

(3) A wide variety of carefully-graded drill exercises, containing the features discussed in the following section of this article.

(4) Grammar presented in two ways: (a) as learning material closely coordinated with drills to facilitate learning through use; and (b) as reference material, presented topically, with suggestions for charts to be duplicated by the teacher.

(5) Miscellaneous features: IPA symbols with all newly-presented words and phrases to aid pronunciation self-study; self-drilling and self-testing devices, such as questions in one part of the book and answers in another; pictures coordinated with the reading, which lend themselves to (a) pictorial presentation of vocabulary, (b) form and pattern drill, and (c) conversation. Also valuable would be songs, proverbs, and realia (e.g. a railroad timetable).

(6) Bi-lingual vocabulary reference section, with some meanings explained in terms of their cultural origin and context (e.g. *lycée*, *droguerie*, *ejido*), and with the lesson of first occurrence indicated.

In general, beginners' textbooks should combine more and more the features of a good teacher's guide with those of a good student's self-study manual. It is not so important to adhere to a certain doctrinaire approach in the presentation of language material (such as the "cultural" approach, the "functional grammar" approach, the "natural" method, etc.) as to make vocabulary units and grammar forms immediately available for practice.

Until such "dream books" appear in quantity on the market, and even after they appear, teachers can activate the practice principle in their classes to an even greater extent by knowing what constitutes good drill:

(1) The chief aim of good drill is *proficiency*

in active use, not mere coverage of material. A teacher can tell when proficiency has been achieved by applying a dual standard of *accuracy* and *fluency*. Both should be aimed for; if a learner cannot be understood, or when it takes him too long to respond to a cue, then intermediate drill-stages should be planned to help him reach the level sought.

(2) Good drill is not boring or unpleasant. The individual student can be motivated by being shown how drill-activity is the taking of steps toward an active-usage goal. Much drill can be vitalized, especially for elementary-school or high-school courses, by being presented as games, words and sentences tied in with pictures, etc. The essential stimulation of drill depends on its tempo, another reason for aiming at promptness of response.

(3) The content of good drill is material learned in other phases of the lesson. For example, if the reading selection of a particular lesson tells about automobiles, pedestrians, traffic, street signs, etc., the drill should incorporate this vocabulary into its constructions, and not limit itself exclusively to simple expressions relating to the classroom or the home, as most authors are fond of doing.

(4) Good drill exercises are carefully graded to correspond to the students' level of achievement at any given stage of study. Or, to put it another way, students should not be asked to tackle an exercise of a given degree of difficulty unless they have been adequately prepared for it. Textbook authors and classroom teachers share in this responsibility. Most textbook exercises are graded to a certain degree; but teachers should examine them carefully to determine what steps are necessary to prepare the class to perform them. If, in spite of all efforts to the contrary, it is apparent from the first few responses that a given class and exercise are not meant for each other, the quick-thinking teacher can interrupt the exercise to supply the needed intermediate instruction, or bring the exercise within the present range of the students by temporarily supplying the needed forms, restricting the range of needed forms, etc. An effective teacher will not continue with an exercise if the aim of fluent response succumbs to the necessity of slow and painful answer-searching.



(5) A good drill exercise is characterized by no previously determined end-point. It is *not* characterized by a series of numbered items, at the end of which the class stops because it has "covered" them. In a given drill session, a class might continue giving responses to drill cues until all members are satisfied that they have reached the maximum degree of proficiency, as measured by accuracy and fluency. It might then return to the same exercise several days or several weeks later when it finds that its proficiency has slipped, and that it needs additional review of the material. The key procedures are repetition and review, rather than coverage.

(6) An effective program of drill activity will provide for exercises of various designs at various stages of use, rather than exercises of the same type all on the same level, used throughout the course. Exercises should incorporate all types of language elements (pronunciation, vocabulary, grammar, usage), provide for various types of response (group-choral, paired-individual, individual-in-class), and give practice with various types of cues (words, sentences, pictures, ideograms and situations).

To put the above principles into "practice," regardless of the nature of the textbook being used, teachers may wish to do the following:

(1) Allot less time, comparatively, to presenting new grammar, reading, and translating, and more time, comparatively, to practice-activity, planned and impromptu. The aim should be for depth, rather than breadth. Plans should be for covering less, but learning it better.

(2) Bend all energies to become thoroughly acquainted with the vocabulary and grammar known and unknown by the class, so that you can thoroughly control the lesson material for purposes of practice at all levels of difficulty.

(3) Plan an exercise (if such is not provided by the book being used) for each important point of grammar, idiom, and list of vocabulary words.

(4) Enlarge upon the purpose and scope of the textbook exercises. Use each one as a pattern for further drill, if needed. Remember: set no predetermined end-point until the dual objectives of accuracy and fluency are attained. Repeat the material through ascending cycles

of use as long as progress and interest continue.

(5) To implement your drill program on a course-wide basis, you will need a teacher's guide, either published or self-written. This should include a summary of lesson-material to be presented (vocabulary, grammar, pronunciation and civilization), a full treatment of exercise material and of procedures for implementing it, responsibilities of students (assignments), and testing material. Exercise material should be planned in terms of lesson-material, levels of use, interest and motivation. This means more than just compiling a list of drill-cues.

In closing, I would like to illustrate just what I mean by effective drill. The incident described is probably the simplest type of language teaching imaginable; the teacher was trying to do no more than get across the pronunciation of a few sounds. And yet the effect of his teaching on the students must have been profound.

A few years ago, I remember observing a class in which the teacher was demonstrating the pronunciation of colors in French by holding up colored sheets of construction paper. "Rouge," he said, pointing to the red sheet. "Rouge," said the class, a little half-heartedly, but with better-than-average imitation of the sound. Many teachers would have stopped here and gone on to another color, but not this teacher. "Rouge," he said again, rolling his French "r" and protruding his lips for the "ou" sound. "Rouge," repeated the class with more confidence. "Rouge!" shouted the teacher. "Rouge!" shouted the class, now in the spirit of the thing. "Rouge!" "Rouge!" "Rouge!" It was like a chant at a football game. At the end of the class, as the students walked out of the room, they were practicing *rouge* among themselves, as well as *bleu* and *brun* and half a dozen other words containing sounds they had never heard before. It seems safe to suppose that if the teacher had been satisfied with the first, fairly satisfactory imitation of *rouge* and had passed over the other words in the same manner, the students would have been practicing English, not French, after class.

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## The 1956 New York City Language Syllabus and the FL Scene

DO THE people of America want languages, or don't they? The omens are still mixed.

Never have private language schools, language records, language phrase-books enjoyed such vogue as they do today. The people's appetite for foreign languages seems insatiable, if we are to believe the reports and advertising of houses that specialize in language materials. Language study in America seems to be in the midst of the biggest boom in history, enhanced by foreign relations, foreign trade and foreign travel in proportions never before known.

But there are plenty of disquieting signs. A recent poll appearing in the magazine *This Week* revealed that ordinary high schools graduates, questioned years after their high school days, esteemed home economics as the greatest blessing conferred upon them by their high school training, with history and foreign languages voted the least useful subjects.

Now comes Benjamin Fine of the *New York Times* with "an unusual, comprehensive survey of 13,586 college graduates employed by the General Electric Corporation," men and women coming from 615 American colleges and universities, and nearly equally divided between engineering and non-engineering graduates (the latter include salesmen, junior executives, technicians and others).

"What areas of college study have contributed most to your present position of responsibility with General Electric?" these young people were asked. "Mathematics," said the engineers. "Written and spoken English," said the others. English communication, incidentally, was listed second by the engineers.

"What areas of college study have contributed least?" was the second question. The answer is, to us, disheartening: "Foreign languages," with history, assorted sciences and government as runners-up for last place. The subject that led to best use of leisure time was English literature, but no mention was made of foreign literatures, straight or in translation.

There were other questions, but they do not directly concern us. Unfortunately, both in the

*This Week* and in the *New York Times* poll, the question "Why?" was never asked, leaving us in the dark as to whether the fault lay with the subject matter or its presentation.

If these two polls are to be believed, the inescapable conclusion is that foreign languages are unwanted, both by our high school and our college students, and are found to be of little or no practical use in the after years. If this picture fails to jibe with the other picture we have described (more and more people wanting more and more languages on the non-academic level), you are free to draw your own conclusions.

Are we at fault, or are the American people? Curiously, the very same issue of the *New York Times* that carried Dr. Fine's article also had a book review by C. L. Sulzberger. The book was H. Liddell Hart's *The Red Army*, and the review included a quote from a chapter contributed by Sir Eric Ashby: "Every qualified research worker in Russia has had to pass a severe test in the reading of two foreign languages; so it can be assumed that all we (the outside world, including the United States) publish is not only available in Russia, but is in fact carefully read."

A comparison of the two attitudes, Russian and American, would seem to indicate that while the Reds may have put up a political and ideological Iron Curtain, it is we who specialize in Iron Curtains not merely to international communication and understanding, but to information that should be of vital interest to our specialists. The Russian scientist and technician knows first hand what we are doing in his field, because he reads our technical publications for himself. Our scientists and technicians either don't know what goes on outside of the English-speaking world, or get it second-hand, in abridged and translated digest form. We leave it to the American scientists and technicians, including the engineers of the General Electric poll, to figure out for themselves whether this is an advantage or a disadvantage.

They might, however, reply that the Russian scientist who goes through a six to eight year course in English, German or French really acquires enough of the language to be able to read it intelligently and with ease, while our own two or three year courses in foreign languages do not add up to mastery of the foreign tongue, even for purposes of scientific reading.

In the face of these disquieting symptoms of linguistic isolationism in our most intellectual circles, it may be worth while to examine what goes on in an American high school system that represents the best in the way of physical advantages, equipment and personnel. There is on hand the brand-new language syllabus of the Board of Education of the City of New York (*Modern Languages and Latin—Grades 8-12*; June, 1956, pp. vii+56), which tells us at a glance what is being done in the way of language study in the secondary schools of our largest American city, a city with a population that is almost fifty per cent foreign-born, that has extensive cultural and commercial links with the outside world, that is blessed with a long and deep cultural tradition, and that is as close to being free of nationalistic prejudice and the spirit of isolation as it is possible for an American city to be. This Syllabus, examined with a cool and critical eye, may supply partial answers to some of the troublesome questions that have been raised above.

To begin with, the Syllabus bears the unmistakable imprint of being the work of experts, people of high intellect, lofty ideals and thorough training, who have devoted their lives to the advancement of education in their chosen field. The Committee and the Advisory Panel include such names as Theodore Huebener, who directed the work, Renée J. Fulton, who coordinated and organized the publication in its present form, Jacob Greenberg, Henri Olinger, Sarah Lorge, Mary Finocchiaro, and many other top leaders in the field of language teaching. The roster of these names is in itself a sure guarantee that the very best in tried and tested language methodology has gone into this Syllabus.

At the same time, the Committee and Advisory Panel could not put into the Syllabus what is not there to be offered—a really extensive range of world languages, for instance, or

the kind of six to eight year course in any one language that will guarantee true mastery. More about this later.

The principles guiding the compilers are precisely what we should expect from a distinguished group of alert experts. Calling attention to the boom in private language instruction, and to the fact that the speaking aim plays a predominant role in practically all such instruction, the Committee proclaims (p. 2): "The immediate objective, then, of foreign language teaching in the schools of New York City should be the practical one of communication. From this objective a large number of concomitant values necessarily follow."

It follows up this pronouncement with a reference to the old reading objective presented in the Syllabus of 1931. "The present course of study" the Committee points out by way of contrast (p. 3) "emphasizes the four communication skills; listening, speaking, reading and writing. These skills are interrelated and are developed in the same sequence as language power develops in a growing child. The elements of the skills are taught and practiced in relation to each other. Ability developed in any one of the four skills helps to develop ability in the others." Attention is then called to the inclusion of Latin, Hebrew and Norwegian in the present Syllabus.

A disheartening note is struck on page 4, where it is stated that this course of study covers foreign language work in the 9th, 10th, 11th and 12th years in junior and senior high schools, and the 8th year junior high school course is described as purely "exploratory." Is the ninth year (age 14-15) the right place to begin language instruction? It is becoming increasingly evident that to teach and learn a foreign language on a true native-speaker level, instruction should start much, much earlier—preferably in kindergarten, but at all events before the age of ten. It is certainly not the fault of the present Committee that this rational method of language instruction, now practiced by many schools both here and abroad, has not yet been attempted in the New York City school system.

From this point on, the Syllabus deals with emphases, aims and methods. No one can quarrel with this statement (page 4): "By placing emphasis on pupil participation in mean-



ingful experiences, and on functional activities and socialized procedures related to the language arts, learning is motivated and practice is made purposeful. Social situations are utilized as often as possible. Giving directions for classroom routines; dramatization of greetings, telephone conversations, restaurant scenes, shopping situations, trips to sections of the city reflecting foreign cultural influences; visits to ocean liners and airports; interviews with foreign-born people; listening to and singing appropriate songs; viewing films and slides; making tape recordings—all lead to the development of cumulative ability in the use of the foreign language as a tool for communication."

For the section on methodology, the main story is told by the headings: Listening; Pronouncing; Understanding and Speaking; Classroom Expressions; Action and Visualization; Conversational Sequences; Memorizing; Reading; Reading Aloud; Silent Reading; Intensive Reading; Extensive Reading; Supplementary Reading; Writing; Dictation; Composition; Translating. It is obvious that no angle of language learning has been overlooked by our experts, and that everything that can in any way contribute to efficient instruction has been carefully considered and utilized.

In connection with Listening, note the reference to the judicious use of discs and tape recordings (p. 6). Note also the specific Understanding and Speaking Activities (p. 8: exchange of greetings; following directions; repeating after the teacher, individually or in chorus; asking and answering questions; identifying and describing objects and persons; making person-to-person introductions; giving essential information, e.g., name, address, age, parent, etc.; presenting holiday greetings and congratulations). The Conversational Sequences, as illustrated on page 8, are very much of the true-to-life variety. There is no question that with the application of this enlightened Syllabus, those high school students in the City of New York who select one or more languages will receive the very best possible instruction—a thoroughly rounded out course in the tongue of their choice. That this instruction will halt at the elementary level by reason of the general two to three year limitation imposed upon language courses is not the fault of the Committee.

Only two adverse criticisms occur to this writer, and he offers them with the full realization that he may be wrong and the experts be right. One is the somewhat hazy description of what goes into the Exploratory 8th year course. The reader is not specifically told whether the program described covers a single language or all the languages of the Syllabus, but the bulk of the evidence would seem to point to the former. The question then arises: on what basis does the pupil make his choice of a language, even on an exploratory basis? What happened to the old General Language course, which offered among other things, a cross-section of several languages, enabling the student to gain some inkling of what he would be up against in the study of each? If we are to retain our present antiquated system of starting language study at the high school instead of the elementary school level, then ought there not to be in the junior high schools, prior to the student's choice, a truly exploratory course in the world aspects of language, designed to inform the student concerning the geographical distribution and relative importance of the world's major languages, where they are spoken, by whom, by how many, and outlining what he may reasonably expect to achieve with each one of them if he follows through? In this way we might hope to do away with language choice based upon national ties and home backgrounds (not an unmixed evil, since often enough the national tie or home background does supply a criterion of actual usefulness of the language to the student). Far more important is the fact that we would do away with the blind stabbing of forefingers at whatever language happens to be handy, in the fashion of tourists picking items from a foreign menu, or at whatever language happens to be described, rightly or wrongly, as "the easiest."

The second criticism concerns some of the group and class activities described under the Exploratory course heading: "Drawing outline maps"; "Showing travel itineraries"; "Keeping current events scrapbooks"; "Drawing charts of works of art and architecture"; "Constructing models of famous buildings"; "Making puppets and costume dolls." All this seems rather far removed from the field of language, whatever its anthropological, sociological and cultural merits may be. There is a

distinct danger that in wandering too far into these fields the language objective will be completely forgotten. Also, the regional costumes described on page 22 are largely a thing of the past. There is the additional danger that our so-called "cultural" material may wind up in the same place as our "literary values," illustrating the medieval and Renaissance history of a foreign country rather than its living reality in the present. But these are very minor points of discussion, and the possibility that our impressions may be in error looms large.

More to the point are certain other considerations to which we are impelled by certain statistics forwarded to us along with the Syllabus, indicating the number of students registered in each language in the New York City high schools. The total figure for October 1956, including registration in French, German, Hebrew, Italian, Latin, Spanish, Greek, Norwegian and Language Orientation, stands at 158,020, a gain of 9,410, or 6%, over the corresponding figure for October 1955.

We ought to feel elated, but we don't. We are not told what the total student enrolment in the New York City high schools is, but we would surmise that it hovers around the half million mark. If this estimate is correct, then only one high school student out of three is engaged in language study. This in a city like New York, where the incentive to language study is greater than almost anywhere else in the nation!

Compulsion is definitely not the answer. Our feeling is that if a high school student does not feel that language study is to his advantage, it is better to have him out of a language classroom than in it. The answer, in our opinion, is to make both students and parents so conscious of the desirability of language study that they will themselves demand it. This calls for public relations (or advertising, or propaganda, if you prefer those terms) of the first order. A good deal has been done in this field, but far more remains to be done.

We should like to see every prospective high school student exposed for one year, or

even one semester, to the kind of exploratory language course outlined above—a highly factual, practical course that would make him conscious of the reality of the world's peoples and languages, and the situations in which he might need one or another of the latter. This course should be handled jointly with the Departments of Geography and Social Studies, since the topic is to a considerable degree a geographic and sociological one, but it would have to be taught by language teachers who do not owe their fealty exclusively to one language and one literature. If at the end of the year or semester the student were still uninterested in language, he could be released to other subjects with a clear conscience. But our guess is that more than one student out of two would be sufficiently aroused to want to pass on to the study of at least one language.

Another consideration comes to mind. Eight languages appear in the Syllabus under discussion. For a city like New York, they are not enough. A far broader choice ought to be offered. Where are Russian and Chinese, the tongues of the two powerful countries we seem to have most reason to worry about? Where are the other big world languages, Portuguese, Arabic, Japanese, Indonesian, Hindustani, all of which have over fifty million speakers and resurgent cultures? Where are other important languages which could easily be handled in a city like New York—Polish, Czech, Hungarian, Swedish, to mention only a few?

The compilers of the Syllabus have conclusively proved that there is nothing basically wrong with the aims, approach or methods of language teaching in the New York high school system. That system is now offering the people that support it a limited number of languages, imparted the way the people want them imparted. If further improvements are to be made, they will have to be made in the all-important area of making more people want more languages, and of giving them the languages they want.

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## *A New Course for Advanced Foreign Language Students in High School*

THE problem of insufficient enrollment in the third year of foreign language study has long confronted many high school teachers and is especially difficult, if not impossible, for our colleagues in small schools. Required courses, effective pressure and propaganda from other fields, and sometimes guidance from untrained counselors, are driving away the small group of proficient language students who could genuinely profit from advanced foreign language study.

Thus, when I informed the administration of my school that four students registered for Spanish III and seven for French III, I was told that Spanish III would have to be dropped from the program for obvious reasons. Truthfully, I regarded the administrators as magnanimous beings for permitting the small group of French students to continue.

After pondering the lamentable situation for a couple of days I came upon the idea of combining French III and Spanish III into one course. When I presented my idea to the director he was favorably impressed and reminded me that since we were teaching in an experimental school this could be an area for interesting experimentation. He also added a very thought-provoking query: What will be the common experiences of these two groups of students?

The new course was introduced and excitement on the part of the students as well as their teacher was at a high pitch. The students were the top eleven of the senior class and the average I.Q. was 136! Two of the students had I.Q.'s of 154 and 159! Almost all of them had developed a high degree of skill in foreign language during their first and second years of study.

For several days the teacher and pupils planned together and discussed the possible content of the course, class procedure, and the needs, problems, and interests of the class

members. As we talked about common experiences I suggested that we might do some work in comparative literature and Romance philology, perhaps a short study of Italian. This suggestion was met with enthusiasm. One girl had spent several months in Italy and another girl had had two years of Spanish and one year of French (Italian would not be difficult for her). Then each student was asked to vote for the percentage of time we wished to spend on the following areas: literature, conversation, current events, and other foreign languages. The results showed that the strongest interest was in conversation. However some members of the class gave high percentage ratings to literature and current events. The class decided that an average of about 10% of the time should be employed in the study of other foreign languages.

Wishing to see this experiment conducted successfully, the administration gave us a very large classroom with two doors leading into the teacher's office. This ideal physical situation enabled us to deploy ourselves in many different positions for group work and committee or individual projects. Frequently I spent one-half of the 55 minute class period talking with the French section in the classroom during which time the Spanish group would be reading in the adjoining office. Then I would reverse the process and work with the Spanish section. On other occasions, I would work with one group in a corner of the big classroom while the other group wrote a quiz or résumé in another part of the room. Occasionally I spent an entire class period with one section in my office while the other took an essay test by themselves in the classroom.

One of our first projects was to exchange languages: the students paired off so that the French students taught the Spanish students the elements of French and the Spanish students taught the French students those of



Spanish. Needless to say, they learned a second Romance language rapidly.

We initiated our comparative literature study as the French section read *Gil Blas* by LaSage and the Spanish group read Padre Isla's version of the same work. These readings gave rise to a discussion of the picaresque novel. At this time I should have given my most advanced Spanish students the extra assignment of reading Lizardi's *Periquillo Sarniento*. A suitable version for high-school students is found in the Oxford Rapid-Reading Spanish Texts, Oxford University Press.

Shortly afterward, the French students read Corneille's *Le Cid* and the Spanish students read the chapter on *El Cid in Cumbres de la Civilización Española*, by Gloria Giner de los Ríos and Laura R. de García Lorca and the chapter on the Cid in *Historia de España* by Romera-Navarro. A stimulating discussion followed in which the French students related to the Spanish students the episodes from the early life of the Cid and the Spanish students recounted events from the later life and death of the hero. I pointed out to the French students that the themes in Corneille's *Le Cid* were taken from Guillén de Castro's *Las Mocedades del Cid* and proceeded to compare the two literary works. This motivated a discussion on differences in Spanish and French classical drama.

In the course of the school year the French students made a brief survey of French literature of the 17th, 18th, 19th, and 20th centuries. They read Molière's *Bourgeois Gentilhomme*, Corneille's *Le Cid*, Voltaire's *Candide*, LeSage's *Gil Blas*, Chateaubriand's *Atala*, Victor Hugo's *Les Misérables*, and Saint-Exupéry's *Le Petit Prince*.

Similarly the Spanish students read some of the famous works of Spain and Mexico, i.e., excerpts from *Cantar de Mio Cid*, Cervantes' *Las Aventuras de Don Quijote* (edited by Alpern and J. Martel), Padre Isla's *Gil Blas*, Alarcón's *El Sombrero de Tres Picos*, and Goytortúa's *Pensativa*.

All discussions of this literature were conducted in the foreign language so that the students obtained considerable oral practice. To supplement their opportunities for speaking the pupils occasionally conversed on current

topics of interest, such as whether Eisenhower should accept the nomination for presidency, whether sixteen year olds should be permitted to hold drivers' licenses, whether their school should give letter grades or parent letters. Once a week a native French girl had lunch with the French group and a native Puerto Rican girl presided at the Spanish table. At regular intervals the French students gave reports on articles which they read in *Le Monde* or *La Presse de Montréal* and the Spanish students did the same with the Sunday edition of *El Universal* from Mexico City. Several times during the Spring quarter the class met as a whole group and shared newspaper articles in two languages. Once, toward the end of the year, the French students read the Mexican newspapers and reported in Spanish and the Spanish students did likewise in French.

In order to improve the listening skills of the class the students were encouraged to use the recently installed magneticon laboratory which contained numerous recordings in French and Spanish. Each student made at least two recordings in the course of the year. In conjunction with our study of *Le Cid* and *Le Petit Prince* we listened to recordings of these two works. Another very helpful aid to aural comprehension was the series of talks presented to the class by visitors from France and several Spanish-speaking countries.

The class had four or five Italian lessons in which they learned how to pronounce the language fairly well and were able to recognize similarities and differences among the Romance languages. The elements of Italian grammar were learned as well as a rudimentary vocabulary.

At the end of the year the teacher administered the standardized "Cooperative Tests" in Spanish to the French section and in French to the Spanish section. The scores on the tests showed that one-half of the class would have been eligible for a full credit in one year of a second Romance language, and yet only six or eight per cent of the year had been devoted to the study of other Romance languages.

A successful means of uniting the two groups was through musical experiences and traditional foreign folk celebrations. The class listened to excerpts from Bizet's *Carmen* and Gounod's

*Faust* while following the libretti. They sang popular folk songs in French, Spanish, and Italian, and performed a folk dance at a local folk festival. At Christmas time the French students studied the French recipes for making *choux à la crème*, an elegant French pastry, and actually produced these delicacies in the kitchens of our home economics department. The Spanish students created a colorful and deliciously filled *piñata* for the event. The two groups met together to share their taste treats and join in joyful folk singing, games, and dances.

For one of the field trips the class studied Mexican menus and then had dinner together at "Casa José" a local Mexican restaurant which serves authentic Mexican dishes. The students felt proud as everyone ordered his meal in Spanish.

A rich experience from the standpoint of writing, speaking, and comprehending French and Spanish resulted from the composing, planning and producing of original plays in French and Spanish. Each group presented these plays to several groups of their classmates as well as to students in another high school.

To evaluate the experiment described above I should say that it successfully met the needs, interests, and problems of third-year language students. In comparing the academic achievements of this class with those of former classes in which French and Spanish were taught as separate subjects I found that the combined class was superior. I believe that this is not due

only to the high I.Q.'s of the students in the course but also to the fact that the top senior students in most schools like to be given challenging work. In addition I think it teaches students to work independently of their teacher in a manner not unlike that which will be expected of them in the following year at the college level; many of their college courses will meet three times a week or less, which means more independent research and less teacher supervision.

Perhaps the most important value of this class was its broadening influence; students began to think in terms of Western languages and literatures rather than of one single country's contributions.

Although the number of cases in this study is too small to draw any definite conclusions, it has certain implications for advanced foreign language study in other high schools. It would be possible, for example, to combine German III and French III, or Latin III and French or Spanish III in schools which could not otherwise offer these courses because of insufficient enrollment. Indeed, when one considers the values that can grow out of a combined foreign language class, it suggests that this organization might be better even if one could separate the classes. In any event, I heartily recommend that foreign language teachers experiment with the plan so that they too can discover the benefits which it has to offer.

EDWARD D. ALLEN

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If all our classes were in the hands of born teachers, ideally prepared for their work, advice with respect to method would be quite superfluous. Every teacher would create for himself the method best suited to his class and to his own peculiar gifts. His personality would infuse life and efficacy into any process he would be likely to adopt. But in a profession so widely pursued we can not expect the majority of its followers to show genuine vocation. The majority of our teachers are made, and we must see to it that they be as well made as possible. It can not be too strongly urged upon school authorities that if modern-language instruction is to do the good work which it is capable of doing it must be given by thoroughly competent teachers.

—From Report of Committee of Twelve (1911) ]

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## *Cartoons in Conversation Classes*

THE teacher of a foreign language conversation class often finds it difficult to guide the students' conversation in the pattern of the lesson being studied and to maintain it at a reasonably smooth pace. If the teacher requests two students to "carry on a conversation" other than one memorized from the textbook, they are frequently uninspired, become embarrassed before the other members of the class, and fail to respond satisfactorily. This failure is often due less to lack of language command than to lack of ideas.

The alternative to such a request by the teacher is to control the students' oral contributions by any one of several good methods. Among these control devices are requiring that a dialogue from the textbook be memorized and re-created in class, asking for an oral résumé of the lesson, providing the student with key words and phrases in an outline to be followed, and employment of the question and answer technique. All of these have the advantage of emphasizing specific items of vocabulary and idiom which require drill. Any one method can become boring if used to the exclusion of all others, however. The outline and question-answer methods have the additional shortcoming of giving the student more help than may be needed by presenting him directly with the very words and phrases he should be trying to recall for himself. If the teacher asks questions to guide the class progress, he also monopolizes class time.

Some foreign language conversation textbooks have pictures accompanying each lesson. These are intended for class discussion and provide the student with ideas only and require him to recall the foreign expressions both in his private practice and in the class session. This is a good expedient.

The present writer has for some years used cartoon strips as a supplementary device to guide students in descriptive, narrative, or conversational sequences. Cartoon strips without captions have been found to be best, since

the student reacts to the pictures supplying expressions of his own choosing. Those with English captions tend to become mere translation exercises. Particularly valuable for class use are newspaper comic strips such as "Henry," "Louie," "Herman," "Fred'nand," "The Reverened," and "Last Laugh," this last being found in the Sunday newspaper magazine supplement. These can be collected in sufficient quantity for use in a small class. The students examine the picture sequence for a brief moment and then proceed to describe each picture in turn. The facial expressions on the cartoon figures inspire the students to dwell on individual pictures and to interpret the thoughts behind these expressions or add the foreign equivalent of the words apparently being spoken in the situation pictured.

An example might help to illustrate the usage of this device. One strip used over a period of years shows (first picture) a father in bathing trunks lying on a blanket on a beach. His young son is attempting to coax him into the lake or ocean. The father (second picture) hands the son a toy pail and points to the water. The son runs (third picture) to the water and fills (fourth picture) the pail. The father dips (fifth picture) his finger into the water in the pail and looks apprehensive. He turns over again (sixth picture) on the blanket and the son registers disgust.

In addition to narrating the action as above and describing the scenes (using words for blanket, pail, shovel, sand, beach, water, waves, bathing trunks, the boy's disheveled hair, the father's sparse hair), the students have added the suggested dialogue between the father and the son. Students who have different interpretations of the dialogue are quick to volunteer their ideas. The German equivalents of the following have been used at various times: "Didn't we come to go into the water?" "Come on, Dad, let's go swimming." "Let's go into the water." "Why are you lying here on the sand?" "The water's warm." "Take this pail and get



me some water." "I wonder why he wants the water." "It's too cold." "You go in alone." "What? You're a man?" "Are you afraid of a little water?" "You coward!"

Usually newspaper cartoon strips are collected and saved until the subject matter and vocabulary needed to describe the strip are those of a lesson studied in the textbook. There is an abundance of suitable strips on subjects such as shopping for clothing or food, visiting, movies, vacationing, automobile driving, sports, weather conditions, office work, gardening, meals, etc. Indeed there are more cartoons than needed on bathing beach conduct, flirtations, and boy-girl relationships. These which seem to constitute such a majority of the comics must be carefully compared and selected for the multiplicity of ideas and vocabulary range suggested by them. There is no value in the use of class time for frequent repetition of the common comic strip "gags."

When a teacher has more different strips than needed on a given subject, one or more can be withheld and used in individual examinations or quizzes. This is a good usage for strips of which only one copy can be obtained. Such is the case with cartoons in magazines not readily available in the teacher's acquaintanceship or among the class members.

Whenever an adequate number of copies of a good cartoon strip cannot be collected and one wishes to use it in class, it can be duplicated. Processes which the present writer has used include photostating and tracing on a ditto master for reproduction. The former process is slow whenever negative and positive pictures must be made. When either is used, it is possible to make slight alterations in the cartoon to suit one's needs. Names of stores, buildings, streets, etc. can be eliminated or changed to the foreign language equivalent.

An important value of the use of newspaper cartoons is that the student finds to his delight that he can express in the foreign language those things which he discusses in English. Since the subject matter of the comic strip is not geared to a textbook, he gains confidence that his ability to speak the foreign language has reached beyond the textbook's prescribed

dialogues. He finds fewer gaps in his command of the foreign language than he had previously believed existed.

Another important value of the use of these cartoons is that the ideas for the students' contributions are provided in a visual aid and their interpretations in the foreign tongue come quickly and without much prompting from the teacher. The student uses precious class time to exercise his knowledge of the foreign language and does not grope for an appropriate thing to say.

Cartoons can also be fashioned by the teacher to suggest a re-creation of the lesson in the textbook and duplicated in sufficient quantity for a class. Unless the teacher is a talented cartoonist, these may have to be made with the simplest of outline figures lacking facial expression other than happiness (lips curved upward), sadness, or perhaps surprise. A system of symbols representing words and phrases being spoken by the characters can be quickly developed, however. A check mark or exclamation mark in a "balloon" above a head can mean "yes," "certainly," or "right"; a cross or "x" can mean "wrong," "no," or "none"; the face of a clock with the hands pointing to a given time can give the hour; and the face of a clock with a question mark superimposed instead of hands can mean "What time is it?"

These cartoons based on the lesson have been found to be less successful than the others described. They lack the psychological advantage of showing the student that his knowledge of the language extends beyond the textbook. On the other hand, they can be made into a helpful expedient for drilling specific expressions which the teacher believes are in need of emphasis.

This writer does not wish to claim that this use of pictures in any way substitutes for other classroom techniques. It is rather to be thought of as an additional means of stimulating and guiding the students' oral expression. It is one which requires a minimum of interference from the teacher, it is economical in its demands upon class time, and it provides a welcome diversion from the set pattern of the textbook.

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## *Cultivating Reading Speed in Spanish*

MANY of those who discuss reading in a foreign language seem to be satisfied with any sort of reading. But while "slow and sure" may be all right for the days of Aesop's hare and tortoise, in this bustling age speed is necessary. Besides, unless considerable speed is attained in the reading of Spanish and other foreign languages, it becomes drudgery, and once free of the class room, a student will feel little temptation to open a book in a foreign language. Only if he reads easily and with some speed will unassigned books be fun to read later in life. How can speed in reading a foreign language be attained?

That reading speed in one's native language can be increased needs no argument. A company training business executives, many of whom thought they could read fast, usually shows a 250 to 500% increase as measured by time, understanding, and quantity of facts absorbed. But the mechanical equipment used by that company is not available to most teachers of language.

When I looked for books on improving reading ability, I found an abundance of those which dealt with English, but the problems they solve are not those faced in working with a foreign language. Professional journals in our field offer little help. So I shall label myself by rushing into regions untrodden by angels, and see what can be worked out.

Of course there are many sorts of reading and many aims of readers. Reading is frequently regarded chiefly as a means of teaching vocabulary or grammar, or as a test of idioms, verb forms, or word agreement. Latin has been spoiled for many students by teachers who use the foreign text as a way of developing better English, through translation. Reading can also be a means of obtaining information, adding to one's own present knowledge for the purpose of stimulating thinking. To others, its chief product is pleasure, whether the age-old delight in the story teller's art or the excitement of drama, the appreciation of style and beauty of words, or the overtones of poetry.

Fortunately the reading skill is easiest to attain. While a student can learn quickly to parrot phrases and think he is conversing, complete oral give and take comes only with years of practice. And good writing is still harder to learn. But considerable skill in making out the content of a page in a foreign language can be learned quickly, and the sense of achievement is encouragement to further effort.

A teacher who seeks to develop that ability in a student faces handicaps. Because the students are constantly subjected to a barrage of misspellings, in advertising copy—Duz, Heet, Wisk, Ezydun—and do not do enough reading to correct the false spellings, most of them cannot spell. And how pitifully small is their vocabulary! Use of a dictionary to many of them is an unknown art. Taking literally the Chinese proverb that one picture is worth 10,000 words, children, like many of their parents, have replaced books by pictures. We seem to be returning to the pictograph state of primitive man. And education is often manual, rather than mental, training. Busy work, making notebooks, movies and music leave little time for wrestling with knowing and understanding. Latin Clubs build Caesar's bridges and sew his togas instead of parsing his sentences.

One Jeremiah has declared that today's average youth of sixteen cannot read intelligently, write concisely, or think clearly in English. How can he be expected to? Though the written word has created the most enduring features of our civilization, the world today does not read it. People look, they listen, but they rarely read. What they do read is largely abbreviated. This is the day of the popularized article and the digested novel. And even that is read as escape. The essay type of magazine is considered highbrow and must offer half-price subscriptions or disappear. Perhaps the discovered pleasures of reading rapidly in Spanish will encourage more reading in English, too.

But how rapidly? Someone sponsored the statistics that the average college freshman has a reading speed in ordinary English prose

of 238 words a minute. No one has ever tested the silent reading speed in Spanish, but here is one possible way of estimating it. It is generally agreed that anyone can read silently at least twice as fast as he can read aloud. Talking in English at 180 words a minute is fast, though some have been clocked at twice that speed. But these same people can read 600 words a minute, and a few read 1,000 words a minute. Some geniuses take in a page at a glance, and ten to twenty pages a minute. This, of course, is skimming to get the highlights of what they read. Even they may have to slow down to twenty-five or fifty words a minute when trying to understand deep philosophy or complex scientific material. But we are now concerned with fast reading of ordinary material, read for ideas and gist.

In Spanish, the well-known experiments of Navarro Tomás set average speed of reading aloud for Spaniards at 165 words a minute. Certainly our students ought to be able with practice to read silently at that speed.

But there are handicaps that must be overcome. Some are physical: bad eyesight; bad habits, like lip moving; lack of a will to learn or practice; previous unpleasant experience with languages; inattention and lack of concentration with radios blaring and roommates yapping. Those who have never seen a foreign city or heard of jai alai or bull fighting cannot be expected to assimilate quickly a printed description of any of them. Then, too, reading somewhat faster than is comfortable, gives at first only a hazy impression of the matter read. Those trying to increase their speed in English are advised to try it ten minutes or more a day for a month before deciding on the success or failure of their attempt.

More directly connected with the language, a student may be slowed by inability to pronounce the words. Mentally hearing Spanish often helps conveying meanings to the mind. The sounds may suggest another Spanish word or a related English word. Then, too, the student may be retarded by a weakness in grammar. Uncertainty about what he is supposed to get from his reading is also disconcerting. If he is to be asked minute details, he must use a different procedure from one where he can give his own summary. At least at first, therefore,

only basic details should be required. Later a more complete comprehension may be demanded.

Lack of interest is one of the great handicaps. Only a small child is willing to read anything. Castiglione's *Courtier* speaks for everybody else: "I will not know the thing that touches me not." Antipathy toward the language contributes to careless and inaccurate interpretation, and interferes with comprehension. Until a student comes to care whether he learns Spanish, there is really little that a teacher can do to help.

But supposing the student really wants to learn to read Spanish, and read it fast. What is the chief obstacle that holds him back? The overwhelming response, when I put that question to several classes, was: "Vocabulary." The chief ambition of the students was to find ways of enlarging the number of Spanish words they understood. Many fail to realize that ideas, rather than the words that clothe them, create the greatest difficulty for readers. The students were not in agreement as to the desired size of vocabulary, and no wonder. It takes a vocabulary of 50,000 words to understand completely one issue of the *New York Times*. The King James Bible is supposed to have only 6,000 different words. But what does one mean by "different words"? Are all the meanings of the English word "fast," for instance—like fast horses being tied fast and left to fast—to be lumped together as one? A sentence will not make sense unless the specific meaning of a word is known. What picture will come into the mind of a child who reads: "A crane hung in the fireplace"? Or "Franklin was our Minister in France"?

Obviously a vocabulary is important. How can it be acquired? Students of foreign languages these days have the advantage of studies that isolated the most common words. Lists have been published by Harry Russell and Hayward Keniston. And beginning textbooks are available, built on these common words.

The meaty content of first year books, however, is not a very satisfying diet. Reading on a higher cultural level requires the additional accumulation of environmental and technical words. Fortunately, reading, unlike speaking and writing, involves passive recognition, the



easiest skill to acquire. But words must be learned, and for that purpose, there are at least four methods.

The commonest method is to plunge in and read till one comes to an unfamiliar word. Then thumb the vocabulary. By the time a dozen such puzzlers have been encountered, all recollection of what has already been read has disappeared.

Another way is for the editor to provide a Spanish-English vocabulary covering one assignment. Then the sight of these words in context helps impress them on the memory.

A third way is for the student himself to underline and learn the meaning of unfamiliar words in several paragraphs or pages. At first, a critical word-by-word covering of the assignment may be necessary, but a student can eventually train himself to spot the ones he does not know, as one spots a strange face in a group of friends. He can then find out the meaning of that new word, and afterward read the whole unit, preferably several times.

And finally, and for serious students probably the best way, is to read the whole assignment, letting the eyes rest on only the essential words, like those italicized: "*El hombre con el sombrero de felpa se levantó de su silla con ira.*" It is desirable not to pause, even though the important words may not all be familiar. But they should not be isolated. The idea of the first rapid reading is to glean whatever idea of the whole assignment may be possible.

On the second reading of the unit, the reader should turn detective and try to deduce the meaning of each strange word. Its similarity to English may be a clue, like *ira* above, a cognate of "ire." (This is where a student with a large English vocabulary has an advantage.) These guesses can usually be verified. In the sentence, "*En el campo vi al pastor con sus ovejas,*" obviously *pastor* would not be understood as "pastor" by one who knows the meaning of *campo* and *ovejas*. So the relationship of unknown words to their own and succeeding sentences often make their meaning clearer.

Knowledge of roots, prefixes, and suffixes is another great help in determining meaning. And such a list—which ought to be a part of all foreign language instruction—will also help develop the student's English vocabulary.

But if no knowledge possessed by the student gives meaning to the strange word, then it should be looked up in a dictionary, especially if one's guess at its meaning makes the rest of the sentence ridiculous or if several uses of it mark it as a "key word."

It is important to see the word correctly. *Cuidado* and *ciudad*; *pudo* and *puso*; *llevar* and *llegar*; *dió* and *dijo*; and even *enseñar* and *engañar* are frequently confused.

One more step should follow: a rapid re-reading of the whole assignment, with an effort to obliterate any thinking in English. The ideal is not to replace the passage by its English equivalent, but to make sure that the reader gets the author's thoughts in his own words and with whatever overtones the style and language provide.

In vocabulary learning, verbs are the most important part of a sentence. So it is important not only to know their meaning, but to be sure of their subject and tense. The realization that they are subjunctives, for instance, will prevent the acceptance of the sentence as a statement of a fact. With verb recognition so important, especially for rapid reading, it is a continual wonder to teachers that students are so casual about learning verbs.

Grammar, syntax, and all knowledge at a student's command are useful in forcing all the meaning from a sentence or passage in a foreign language. The more grammar he knows, the surer a reader can be; but the essential minimum can be small indeed. That includes at least the agreement of subject and verb, the prepositions associated with various verbs, and the agreement and position of noun and adjective. Any student blessed with a knowledge of English grammar has a head start, because with a scientific knowledge of one's own language comes comprehension of parallel constructions in another language and recognition of grammatical usage that may be different.

Now to the actual practice in order to acquire speed.

It is possible to identify a word by seeing part of it. We can frequently guess a word in English if either the upper or the lower half is covered, or if we see either the beginning or the end. "Gypsy," for instance, whether written or printed in unmistakable. A casual glance re-



veals the difference between "give" and "gave." Even though we may sometimes be wrong, and see "from" instead of "form" or misread a "pianist's concert" for "pianist's conceit" fast readers rest their eyes briefly on important words or parts of words in each phrase, and skip the rest. That is why some people never notice misprints. In reading English, of course, we are dealing with a familiar language and avoid many of the difficulties that come with reading Spanish, but the ideal is to develop the same ability in the foreign tongue.

Students can be taught to read by phrases. One service of a teacher can be to mimeograph practice paragraphs in Spanish, indicating by underlining the words to be read together. They can then be used by the student who will train himself to let his eye fall on each phrase, to be read as a unit and not as individual "takes" for each word. With sufficient practice, this ability becomes semi-automatic.

Sentences can be written on cards, at which a student is allowed to glance briefly. How many words can he make out? How many can he remember? How much sense do they make? Here is one place where a student's progress can be easily demonstrated.

Another device is timed practice, first at one's regular speed, then as fast as possible without skipping, then at top speed, hitting the high spots. Such rapid reading is tiring. Thinking—as the medical experts tell us—is more exhausting than physical labor. So at first one should have only short practice periods. But second wind comes, as to a Marathon runner.

Some students say they learned to increase their reading speed when forced to do so by excessively long assignments. "I didn't have much time to study," one fast reader confessed, "so I made myself go at breakneck speed, looking only for ideas, and never pausing to consult a dictionary, unless hopelessly bogged down. I put it all together in my mind afterward. It was hard, but now I can read Spanish as fast as English."

Another way of increasing reading speed is to pencil in some lines down the page, an inch inside the margins at both ends of the line. The eye is to be restricted inside these lines, and words or parts of words outside them get picked

up with a side glance. It is slow and inefficient to have the eye shift from the very last word of one line to the first word of the next. Other vertical lines about two inches apart, through the body of the text, can mark resting places for the eyes that should practice moving smoothly from one stopping place to the next, picking up the intervening words. And the more practice, the faster and smoother does the reading become.

Obviously in such rapid reading, one does not pronounce the words. One does not move the lips. A dryness in the throat after silent reading is the mark of a slow and illiterate reader.

A couple of observations might be made. A student can read faster if he knows what is coming. For that reason, it helps to start practice with Spanish versions of something familiar. Until the student begins to acquire speed, a summary in English might precede the reading of anything unknown. Later, one device to discover the theme of a story or establish the relationship of characters in a play—though at the cost of spoiling the suspense—is to read the last page or two first. Knowing "how it comes out" will lend significance to the complications set forth in the exposition. Of unedited reading matter, the student will probably find the columns of a foreign newspaper the easiest, and after that, the pages of a foreign magazine.

Have some uniformity in the material. One cannot concentrate on modern prose and expect speedy reading of Golden Age drama. It is important, too, that the student know the purpose of his reading. Rapid reading in its earlier phases will provide only a general grasp of the main ideas and threads, possibly accompanied by suspense for what is to come. If the student is to be questioned on significant and minute details, he will have to read more slowly at first, or re-read it several times. Months of practice will be required before a single reading can be followed by literary criticism or philosophical discussion of the matter read. But after fast reading, the student should be able to summarize, and if he hurries through the assignment a second time with a thought for key words, he should be able to answer general questions about the content.

Since teachers must always be concerned with testing, how can this be done? Obviously one

cannot accept a student's judgment about his achievement. One of them told me: "I read the assignment, but I did not quite understand it all." A few questions revealed that she did not understand it *at all*, not even the relationship of the characters in the story. So some formal test is necessary.

Most teachers do not have the equipment or the training to test eye span. But tests can be given, provided everyone agrees what is being tested. A time limit should be set to compel speed. Then general questions, perhaps of increasing difficulty in searching for details, can differentiate between mere speed and speed with accuracy and comprehension.

Some students are naturally slow. Some are nervous, and made even more tense by the demands for quick results. But tests of comprehension of material read, if repeated at intervals, will prove that even for those of lesser ability, the number of lines read with understanding in a given time can be stepped up as the term goes along, and students at all levels can have the satisfaction of seeing that they are on their way to an ability to read ordinary Spanish prose at speeds they never believed possible.

WILLIS KNAPP JONES

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Ours is an apostleship of daily demands, daily achievements, and daily satisfactions, akin, in my thinking, to that of the clergyman, the physician, and of all those who minister to human needs and work for human conciliation and adjustment. We don't talk much about such things, but I never knew a successful, or happy, or let me say successful *and* happy language teacher who didn't obviously have this feeling of consecration to the task, of solemn pride in his or her profession, of deep and lasting satisfaction in having chosen it above all others.

—HENRY GRATTAN DOYLE

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All beginnings are exceedingly difficult to establish. The first things to happen are the last to be discovered. The origins of language (for it would be presumptuous to speak of a simple origin) go back darkly deep into the prehistory of the human race; the best we can do to throw light upon them is to offer scientific speculation, which is but another term for intelligent guesswork. Civilized man, to whom writing is as common as speaking, easily forgets that by far the longer life of mankind was lived in epochs with only gestures, uncertain speech, and, much later, crude markings, to transmit the details of human experience.

—ISAAC GOLDBERG

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# Personalia

**University of Alabama**, Tuscaloosa, Alabama. Department of Romance Languages.

Appointments: Harry Redman—from University of Wisconsin

Resignations: M. E. McIntosh—to Lafayette College

**Allegheny College**, Meadville, Pennsylvania. Department of Modern Languages.

Appointments: John K. Robinson—Assistant Professor

Leave of Absence: Robert Crispin—Sabbatical leave, Germany, 1st semester 1956-57

**University of Alberta**, Edmonton, Alberta, Canada. Department of Modern Languages.

Appointments: Erich von Richthofen—Associate Professor—from Johann Wolfgang Goethe-Universität, Frankfurt am Main

Promotions: C. H. Moore—Assistant Professor

**Alliance College**, Cambridge Springs, Pennsylvania. Department of Modern Languages.

Appointments: François G. de Szechenyi—Assistant Professor—from Rosemary Hall, Greenwich, Connecticut

Resignations: Tihomil Drezga—to Gannon College

**Amherst College**, Amherst, Massachusetts. Department of Romance Languages and German.

Deaths: Arthur H. Baxter, Professor Emeritus—February, 1956

Leaves of Absence: George B. Funnell—travel and study; Anthony Scenna—travel and study—second semester, 1956-57

Promotions: Henry L. Tapp to Assistant Professor

Return from Leave: F. K. Turgeon from Sabbatical leave, Europe—second semester

**Antioch College**, Yellow Springs, Ohio. Departments of French and German.

Appointments: Anna Schoderbock—Assistant Professor

**University of Arizona**, Tucson, Arizona. Department of Romance Languages.

Appointments: Renato Rosaldo—Professor—from University of Wisconsin

Leaves of Absence: R. Lowe—to study in Europe

Promotions: John J. Reynolds to Assistant Professor

Resignations: John Wonder—for Government service

Retirements: Sydney Brown to half time—28 years of service

**Ashland College**, Ashland, Ohio. Department of Classical and Modern Languages.

Resignations: Jorge Wenzel

Return from Leave: Rodney Harris—from University of Wisconsin

**Augustana College**, Rock Island, Illinois. Department of French.

Appointments: Gertrude Schoenbohm—from State University of Iowa

Resignations: William W. Ryding—to Wayne University

**Baldwin-Wallace College**, Berea, Ohio. Department of Modern Languages.

Appointments: Michael Alan Rowland—Assistant Professor—from Princeton; Gustav Must—Assistant Professor—from Cornell University; Michael Rowland—Assistant Professor—from Princeton University

**Barnard College**, New York, New York. Departments of French, Spanish and Italian.

Promotions: Helen P. Bailey—Associate Professor; Maristella de P. Bove—Associate Professor; Elizabeth Czoniczer—Assistant Professor; Renée Kohn—Assistant Professor; Amelia A. del Rio—Professor; Isabelle de Wyzewa—Associate Professor

Return from Leave: Isabelle de Wyzewa—from France; García Lorca—from Spain and Mexico

**Bates College**, Lewiston, Maine. Department of Foreign Languages.

Appointments: Alfred J. Wright—Associate Professor—from Trinity College, Hartford, Connecticut

Deaths: Lawrence D. Kimball—April 5, 1956

**Baylor University**, Waco, Texas. Departments of French, German and Spanish.

Promotions: Margaret Beeson—Assistant Professor; Berta Lee Cannon—Assistant Professor; Lois Marie Sutton—Associate Professor

\* Only personnel with the rank of Assistant Professor and above is included in this compilation.

**Bethany College**, Bethany, West Virginia. Department of Modern Languages.

Resignations: William Hettler for graduate study

**Birmingham Southern College**, Birmingham, Alabama. Department of Modern Languages.

Appointments: Willy Ernst-August Drews—Associate Professor—Hamburg, Germany; William Myers—Associate Professor—from graduate work, University of North Carolina  
Leave of Absence: Dorothy Cox Ward—to study in Germany

Resignations: James W. Bentley—to complete doctorate at Brown University

Retirements: Austin Prodoehl—34 years of service

**Boston College**, Chestnut Hill, Massachusetts. Department of Modern Languages.

Appointments: Frederick Kellermann—Assistant Professor—from Emory University; Benedetto Fabrizi—Assistant Professor—from Simmons College

Resignations: Paul L. Ryan; Richard Bouedreau; Michel Beauchemin

**Boston University**, Boston, Massachusetts. Department of Romance Languages.

Return from Leave: Solomon Lipp from University of Guatemala

**Brandeis University**, Waltham, Massachusetts. Department of Spanish.

Return from Leave: James Duffy—from Portugal

**Bridgewater College**, Bridgewater, Virginia. Department of Modern Foreign Languages.

Retirements: Gustave Enss—10 years of service

**Brigham Young University**, Provo, Utah. Department of Modern and Classical Languages.

Promotions: R. Max Rogers—Associate Professor

Resignations: B. F. Cummings

Return from Leave: H. Darrel Taylor—from University of Illinois; Lee B. Valentine—from Argentina

**University of British Columbia**, Vancouver, British Columbia, Canada. Department of Romance Studies.

Appointments: R. J. Gregg—Assistant Professor

Promotions: L. Bongig—Assistant Professor

Return from Leave: L. Bongig—from France

**Brown University**, Providence, Rhode Island. Department of Modern Languages.

Deaths: R. McBurney Mitchell—Professor Emeritus—April 12, 1956

Leaves of Absence: Hunter Kellenberger—Re-

search, second semester 1956-57; Albert J.

Salvan—research—second semester

Promotions: Alan Holske—Professor

Resignations: David James

**Bryn Mawr College**, Bryn Mawr, Pennsylvania. Departments of German, Russian, Italian and Spanish.

Appointments: Joachem Seyppel—Associate Professor—from Southeastern Louisiana College

Leave of Absence: Frances de Graaff—Sabbatical leave

Promotions: Angeline Lograsso—Professor

Return from Leave: Jose Ferrater Mora—from research abroad

**University of Buffalo**, Buffalo, New York. Departments of Modern Languages and Literatures.

Appointments: George L. Trager—Professor and Chairman of Department—from American University

Leaves of Absence: Sayre P. Maddock—1st semester, Sabbatical; Olga P. Ferrer de Escribano—second semester, 1956-57

**University of California**, Berkeley, California. Department of French.

Appointments: Marc J. Bensimon—from Pennsylvania State University

Leaves of Absence: Edward Meylan—research in Europe; Ronald Walpole—research in Europe

Promotions: Frank P. Bowman—Assistant Professor; Basil J. Guy—Assistant Professor; Warren Ramsey—Professor

Return from Leave: F. J. Carmody—from Europe; Irving Putter—from Europe

**University of California**, Riverside, California. Department of Humanities.

Appointments: Arthur Parcel Gardner—Assistant Professor—from Harvard University

**University of California at Los Angeles**, Los Angeles, California. Department of French.

Appointments: John C. Lapp—Professor and Chairman of Department—Oberlin College

Promotions: Leland J. Thielemann—Associate Professor; Harry F. Williams—Associate Professor

**Centenary College**, Shreveport, Louisiana. Department of Languages.

Appointments: George Davis—Assistant Professor—from Brown University

**Chatham College**, Pittsburgh, Pennsylvania. Department of Modern Languages.

Appointments: Rudolph Cardona—Assistant Professor—from Western Reserve University; Olga Russell—Assistant Professor—from Harvard University



**Chestnut Hill College**, Philadelphia, Pennsylvania  
Department of French.

Promotions: Josephine Procopio—Assistant Professor

Resignations: Rita B. O'Mara—to Malloy College

**University of Cincinnati**, Cincinnati, Ohio. Department of Romance Languages and Literatures.

Return from Leave: Robert Cardew—from France

**The Citadel**, Charleston, South Carolina. Department of Modern Languages.

Appointments: Jacob Hieble—Assistant Professor; Luke Pappas—Assistant Professor

Retirements: Earl T. Burns

**Colgate University**, Hamilton, New York. Department of Romance Languages.

Promotions: Elwyn F. Sterling—Assistant Professor; James F. Dickinson—Associate Professor

**University of Colorado**, Boulder, Colorado. Department of Modern Languages.

Appointments: Andrée Kail—Assistant Professor—from Tulane University

Leaves of Absence: Roy Cox for research in France; Pierre Delattre—1st semester for research

Promotions: Isaac Bacon—Associate Professor; Carlos Orbigosa—Assistant Professor

**Colorado A & M College**, Ft. Collins, Colorado. Departments of English and Modern Languages.

Appointments: Robert Morgenroth—Assistant Professor—from University of Arkansas; Robert Thonon—Assistant Professor (1 year Exchange)—Verviers, Belgium

Leave of Absence: Wilson Wilmarth—Fulbright Exchange Professor to Belgium

**Colorado State College of Education**, Greeley, Colorado. Department of Humanities.

Appointments: Alfred F. Alberico—Assistant Professor—from Yale University

**Columbia University**, New York, New York. Department of German, French and Italian.

Promotion: Walter Sokel—Assistant Professor; Jules Brody—Assistant Professor

Leaves of Absence: L. Peckham for research—second semester

Resignations: Nathan Edelman to Johns Hopkins University; Edward Williamson to Wesleyan University

Return from Leave: Carl F. Bayerschmidt from Hamburg

**Cornell University**, Ithaca, New York. Department of Modern Languages.

Appointments: Lambert C. Porter—Assistant

Professor—from Wabash College; Harold V. King—Visiting Professor—from U. S. Dept. of State, Director of Binational Center, U. S. Embassy, San Jose, Costa Rica

Leave of Absence: F. B. Agard—Fulbright lecturer to Italy

Return from Leave: J. M. Echols from Indonesia and Netherlands; G. H. Fairbanks from India; C. F. Hockett from Stanford, California

**DePauw University**, Greencastle, Indiana. Department of Romance Languages.

Retirements: Mildred Dimmick—34 years of service

Return from Leave: LeGrand Tennis from Europe; L. H. Turk from Caribbean

**Douglass College**, Rutgers University, New Brunswick, New Jersey. Department of Romance Languages.

Appointments: Jean Collignon—Associate Professor—from Cornell; Micheline Herz—Assistant Professor—from Ithaca College

**Dickinson College**, Carlisle, Pennsylvania. Department of Modern Languages.

Appointments: Arthur E. Arnold

Leaves of Absence: B. D. Trease for government service

Resignations: F. D. Maurino to Fordham University; G. del Río Setien to return to Spain

**Drew University**, Madison, New Jersey. Department of Modern Languages.

Appointments: Ruth Domincovich—Assistant Professor—from Temple University

Leave of Absence: John M. Schabacker—Sabbatical leave in Germany

Retirements: Theophilus G. Richner—12 years of service

**Duke University**, Durham, North Carolina. Department of Romance Languages.

Leaves of Absence: Richard L. Predmore—to Spain; Elías Torre—to Spain

Promotions: Juan R. Castellano—Professor; John M. Fein—Associate Professor; Richard B. Grant—Assistant Professor

Resignations: Jean-Jacques Demorest—to Cornell University; Wm. C. Archie to Wake Forest University

Return from Leave: Thomas H. Cordle from Switzerland and France

**Emory University**, Emory University, Georgia. Department of Romance Languages.

Appointments: Luis Leal—Associate Professor—from University of Mississippi

Return from Leave: James M. Smith—Ford Fellowship

- Florida State University**, Tallahassee, Florida. Department of Modern Languages.  
Retirements: Myrtle E. Dolbee—31 years of service
- Fordham University**, New York City, New York. Department of Romance Languages.  
Appointments: Ferdinando Maurino—Assistant Professor—from Dickinson College  
Resignations: Vicente Gaos to return to Spain
- Franklin College**, Franklin, Indiana. Department of Modern Languages.  
Appointments: John B. Fuller—Professor  
Leave of Absence: Gloria Winslow
- Franklin and Marshall College**, Lancaster, Pennsylvania. Department of Romance Language.  
Retirements: Carl Hartzell—27 years of service  
Return from Leave: John A. Griffin from France
- Furman University**, Greenville, South Carolina. Department of Modern Languages.  
Appointments: C. L. Pell—Professor—from Southern State College
- University of Georgia**, Athens, Georgia. Department of Modern Foreign Languages.  
Promotions: John D. Williams—Professor
- Goshen College**, Goshen, Indiana. Department of German.  
Appointments: Mary E. Bender—Assistant Professor
- Guilford College**, Guilford College, North Carolina. Department of Foreign Languages.  
Appointments: Ann Fleming Deagon—Assistant Professor—Furman University  
Resignations: Muriel D. Tomlinson—to be director of Student Affiliation Service, Friends Service Committee in Paris
- Harvard University**, Cambridge, Massachusetts. Departments of Romance Languages and Literatures and Germanic Languages and Literatures.  
Appointments: Bernhard Blume—Professor—from Ohio State University; W. M. Frohock—Professor—from Wesleyan University  
Promotions: Stuart Atkins—Professor; Edward J. Geary—Assistant Professor; Henry Hatfield—Professor; Egon Schwarz—Assistant Professor  
Retirements: Taylor Starck—36 years of service
- University of Hawaii**, Honolulu, Hawaii. Department of Asian and Pacific Languages.  
Promotions: Yukuo Uyehara—Professor  
Return from Leave: Clara Jenson—Sabbatical leave
- Hillsdale College**, Hillsdale, Michigan. Department of Romance Languages.  
Appointments: Lilian Rick—Assistant Professor  
Leaves of Absence: Lee Cross to Study in Mexico City
- Hofstra College**, Hempstead, New York. Department of Foreign Languages.  
Promotions: Frederick Jackson Churchill—Associate Professor
- Holy Cross College**, Worcester, Massachusetts. Department of Modern Languages.  
Appointments: Paul L. Ryan—Assistant Professor—from Boston College  
Resignations: Joseph Cordeiro
- Hood College**, Frederick, Maryland. Department of Modern and Classical Languages.  
Appointments: William Minton—Assistant Professor  
Promotions: Elizabeth L. Towle—Professor
- University of Illinois**, Urbana, Illinois. Department of German.  
Return from Leave: D. W. Schumann from Europe
- Illinois State Normal University**, Normal, Illinois. Department of Foreign Languages.  
Return from Leave: Allie W. Billingsley from University of Illinois
- Illinois College**, Jacksonville, Illinois. Department of Modern Languages.  
Appointments: Glenroy Emmons—Assistant Professor—University of New Mexico; Ruth B. York—Assistant Professor—from Grace-land College  
Promotions: Ralph Fraser—Associate Professor and Chairman of Department  
Resignations: Marcel N. Muller—University of Wisconsin; Jane K. Sherwin—to University of Michigan
- Indiana Central College**, Indianapolis, Indiana. Department of Classical and Modern Languages.  
Appointments: Marga Meier—Assistant Professor—from American Friends Service Committee  
Promotions: Eugene T. Underwood—Associate Professor  
Resignations: Anna Dale Kek  
Return from Leave: Eugene T. Underwood—from doctorate work at University of Wisconsin
- Indiana University**, Bloomington, Indiana. Departments of Spanish, Portuguese, French and Italian.  
Appointments: Quentin M. Hope—Assistant Professor—from Wesleyan, Middletown, Connecticut; John N. Papas—Assistant Professor—from Columbia University  
Leaves of Absence: M. E. Porter—research  
Promotions: Robert Champigny—Associate Professor; Edward W. Najam—Assistant Professor

- Retirements: Grace P. Young—39 years of service  
 Return from Leave: A. Lytton Sells—from England; Robert Champigny from France; Mabel M. Harlan
- Iowa Wesleyan College**, Mt. Pleasant, Iowa. Department of Foreign Languages.  
 Resignations: Edward J. Schuster—to Loras College
- Ithaca College**, Ithaca, New York. Department of Modern Language.  
 Resignations: Micheline Herz—to Rutgers University
- Johns Hopkins University**, Baltimore, Maryland. Department of Romance Languages.  
 Appointments: Nathan Edelman—Professor—from Columbia University; Wolfgang Thormann—Assistant Professor—from Williams College
- University of Kansas**, Lawrence, Kansas. Department of Romance Languages and Literatures.  
 Appointments: Arnold H. Weiss—Assistant Professor—from University of Wisconsin; Darnell Roaten—Assistant Professor—from University of Texas  
 Retirements: José M. d'Osma—37 years of service
- Kansas State College**, Manhattan, Kansas. Department of Modern Languages.  
 Return from Leave: Robert E. Pyle—from Columbia University
- Kansas State Teachers College**, Emporia, Kansas. Department of Foreign Languages.  
 Promotions: J. R. Aiken—Associate Professor  
**Kent State University**, Kent, Ohio. Department of Foreign Languages.  
 Promotions: Walter L. DeVold—Associate Professor; Charles F. Kirk—Associate Professor  
 Retirements: W. G. Meinke—17 years of service
- University of Kentucky**, Lexington, Kentucky. Department of Modern Foreign Languages.  
 Appointments: C. H. Evans—from University of Oregon; W. R. Schmalstieg—from University of Pennsylvania  
 Leaves of Absence: Thomas C. Walker—Sabbatical leave to France  
 Promotions: Norman H. Binger—Associate Professor  
 Return from Leave: John H. Ubben—from Fulbright exchange in Germany
- Kenyon College**, Gambier, Ohio. Department of Modern Languages.  
 Appointments: Pierre Guédenet—Associate Professor—from Hunter College; Herbert Weinberg—Assistant Professor—from University of Wisconsin
- Livingstone College**, Salisbury, North Carolina. Department of German.  
 Resignations: Thelma Watson
- Louisiana State University**, Baton Rouge, Louisiana. Department of Foreign Languages.  
 Promotions: Walter Borenstein—Assistant Professor  
 Resignations: Robert R. Bishop—to Southwestern, Memphis, Tennessee  
 Return from Leave: H. A. Major—from study in France
- University of Maine**, Orono, Maine. Department of Foreign Languages and Classics.  
 Promotions: Marie C. Mengers—Associate Professor; Alfred G. Pellegrino—Professor  
 Retirements: John F. Klein—23 years of service
- Marshall College**, Huntington, West Virginia. Departments of German and Spanish.  
 Promotions: Julius Leeberman—Associate Professor; John L. Marten—Professor; Walter H. Perl—Associate Professor; James Star—Assistant Professor
- University of Maryland**, College Park, Maryland. Department of Foreign Languages.  
 Leaves of Absence: Dieter Cunz—to be Visiting Professor at Ohio State University; Eitel Dobert—to be director of Junior Year, Munich  
 Promotions: Arthur C. Parsons—Associate Professor  
 Return from Leave: Marguerite C. Rand—from Spain; William R. Quynn—from France
- University of Massachusetts**, Amherst, Massachusetts. Department of Romance Languages.  
 Promotions: Katherine A. Claslae—Associate Professor; S. C. Goding—Professor and Chairman of Department  
 Retirements: C. F. Fraker—23 years of service
- Massachusetts Institute of Technology**, Cambridge, Massachusetts. Department of Modern Languages.  
 Appointments: Joseph R. Applegate—Assistant Professor—from Research Staff, Massachusetts Institute of Technology; William Bottiglia—Associate Professor—from Ripon College; Martin Dyck—Assistant Professor—from University of Cincinnati; Pierre Piguet—Associate Professor—from Phillips Exeter College  
 Promotions: Morris Halle—Associate Professor  
 Resignations: George E. Condoyannis—to St. Peter's College

**University of Miami**, Coral Gables, Florida. Department of Modern Languages.

Appointments: Karl S. E. Pond—Assistant Professor—from University of Kansas

Promotions: Albert Raffanel—Associate Professor

Retirements: Laura Topham—12 years of service

**University of Michigan**, Ann Arbor, Michigan. Department of Far Eastern Languages and Literatures.

Return from Leave: J. I. Crompt—from Japan

**Western Michigan College**, Kalamazoo, Michigan. Department of Languages.

Appointments: Frederick Trezevant—Assistant Professor—from University of Missouri

Retirements: Myrtle Windsor—31 years of service

**Millsaps College**, Jackson, Mississippi. Department of Romance Languages.

Appointments: James R. Prince—Professor and Chairman of Department—from Carson-Newman College

Retirements: A. G. Sanders—27 years of service

**University of Minnesota**, Minneapolis, Minnesota. Department of Romance Languages.

Appointments: Emerson Creore—Visiting Professor—from University of Washington

Deaths: Herbert E. Clefton—July, 1956

Leaves of Absence: Guy Desgranges—to Paris;

T. B. Irving—to Baghdad, Iraq

Return from Leave: Marthe Blinoff—from Paris

**University of Mississippi**, University, Mississippi. Department of Modern Languages.

Appointments: Philip Angeles—Associate Professor

Promotions: Frank G. Halstead—Associate Professor

**Mississippi State College for Women**, Columbus, Mississippi. Department of Modern Foreign Languages.

Appointments: Thelma Carrell—Professor and Chairman of Department—from College in Silver City, New Mexico

Retirements: Ruby Caulfield—40 years of service

**University of Missouri**, Columbia, Missouri. Department of Romance Languages.

Appointments: Herbert S. Gershman—Assistant Professor—from Oberlin College

Retirements: Gilbert M. Fess—29 years of service

**Montana State University**, Missoula, Montana. Department of Foreign Languages.

Appointments: Thais S. Lindstrom—Assistant

Professor—from Manhattenville College of Sacred Heart; Ward H. Powell—Assistant

Professor—from University of Colorado

Deaths: Louise Arnoldson—March 28, 1956

Promotions: Thora Sorenson—Professor

**Muskingum College**, New Concord, Ohio. Department of Modern Foreign Languages.

Promotions: Charles D. Morehead—Professor

**University of Nebraska**, Lincoln, Nebraska. Department of Romance and Germanic Languages.

Appointments: Werner A. Mueller—Professor—from University of Wyoming

Leaves of Absence: Paul Schach—research in Germany

Promotions: Donald E. Allison—Assistant Professor; Charles W. Colman—Associate Professor

Resignations: Harold E. Lionetti—to Los Angeles State College

**University of Notre Dame**, Notre Dame, Indiana. Department of Modern Languages.

Appointments: Henry Hare Carter—Associate Professor—from Colorado College; André Thériault—Assistant Professor—from Bellarmine College

Leaves of Absence: Paul F. Bosco—American Committee for Cultural Exchange with Italy; Edward P. Pinigis—Doctoral studies at Western Reserve University

Promotions: William J. Grupp—Associate Professor

**Oberlin College**, Oberlin, Ohio. Departments of French, Italian and Spanish.

Leaves of Absence: John W. Kneller—Research in France second semester 1956-57; Paul Rogers—Research—second semester 1956-57

Resignations: John C. Lapp—to University of California at Los Angeles

Return from Leave: W. Hayden Boyers—from France

**New Mexico Military Institute**, Roswell, New Mexico. Department of Modern Languages.

Resignations: John F. Brockman

**New York University**, New York, New York. Department of Romance Languages and German.

Appointments: Edgar Lohner—Assistant Professor—from Lake Forest College; Aaron Pressman—Assistant Professor

Leaves of Absence: Charlotte Pekary—research in Germany, Sabbatical; Robert Taylor—Sabbatical leave for research

Resignations: Armin Muick—to Morgan State College

**University of North Carolina**, Chapel Hill, North Carolina. Department of Germanic Languages.

Appointments: John G. Kunstmann—Professor



and Chairman of Department—from University of Chicago; Ranson T. Taylor—Assistant Professor—from Yale University  
 Leaves of Absence: Werner P. Friederich—Fulbright, University of Melbourne; George S. Lane—Fulbright, University of Oslo  
 Retirements: Ernest M. Morwitz—7 years of service

**North Carolina College**, Durham, North Carolina. Departments of French and Spanish.  
 Appointments: John Howard Morrow—Professor—from Clarke College  
 Leaves of Absence: Ruth Flowers—travel and study in Mexico; Benjamin Hudson—study at University of Michigan

**Occidental College**, Los Angeles, California. Department of Foreign Languages.  
 Leaves of Absence: Gabriele Benton—to teach at University of Innsbruck, Austria  
 Promotions: Austin E. Fife—Professor

**Ohio University**, Athens, Ohio. Department of Romance Languages.  
 Appointments: Wallace J. Cameron—Assistant Professor—from University of Iowa  
 Resignations: Constance Leete  
 Retirements: Mary T. Noss—42 years of service

**Oglethorpe University**, Atlanta, Georgia. Department of Foreign Languages.  
 Promotions: Arthur Bieler—Assistant Professor

**Ohio Wesleyan University**, Delaware, Ohio. Departments of French and Spanish.  
 Deaths: Florence Avery—June, 1955  
 Promotions: Helen R. Cole—Associate Professor

**University of Oklahoma**, Norman, Oklahoma. Department of Modern Languages.  
 Return from Leave: Daniel Cárdenas—research

**Oklahoma A. and M.**, Stillwater, Oklahoma. Department of Foreign Languages.  
 Deaths: A. A. Arnold—Professor Emeritus and Chairman of Department, May 15, 1955

**University of Oregon**, Eugene, Oregon. Department of Foreign Languages.  
 Appointments: Oreste Frattoni—Assistant Professor—from Notre Dame University  
 Resignations: Edmundo García-Girón—to Western Reserve University  
 Return from Leave: David M. Dougherty—from Europe; P. J. Powers—from study at Harvard University; D. S. Willis—from study at Kyoto University, Kyoto, Japan

**Park College**, Parkville, Missouri. Department of Modern Languages.  
 Leave of Absence: Richard Stowe—study at University of Wisconsin

**Parsons College**, Fairfield, Iowa. Departments of Spanish and German.

Promotions: Foster E. Brenneman—Assistant Professor

**Pasadena City College**, Pasadena, California. Department of Foreign Languages.

Appointments: Rosalie Wismar—from Pasadena High School

**University of Pennsylvania**, Philadelphia, Pennsylvania. Departments of German, Romance Languages and Literatures and Slavic Languages.

Appointments: Gustavo Correa—Associate Professor—from University of Chicago; Eugenio Chang-Rodríguez—Assistant Professor—from University of Washington; Wasyl Jaszczun—Lecturer

Leaves of Absence: William J. Roach—Guggenheim award; Otto Springer—Sabbatical leave

Promotions: Anthony Salys—Professor

Resignations: Carlos Clavería—to direct Spanish Institute in Munich, Germany

Return from Leave: Joseph E. Gillet—research; Carlos Lynes, Jr.—from France; Otto Springer—spring term, 1955–56; Edwin B. Williams—from Europe

**Pennsylvania State University**, University Park, Pennsylvania. Departments of German and Romance Languages.

Appointments: H. Tracy Sturcken—Assistant Professor—from Amherst College; Donald W. Bleznick—Assistant Professor—from Ohio State University; Edgar H. Lehrman—Assistant Professor—from Columbia University

Leaves of Absence: Laurent LeSage—research at Sorbonne—Second semester 1956–57; Herbert Steiner—Travel and writing in Europe  
 Promotions: Dagobert de Levie—Associate Professor; Léon S. Roudiez—Associate Professor

Retirements: Harrison H. Arnold—36 years of service; Paul R. Daugherty—25 years of service

**Polytechnic Institute of Brooklyn**, New York. Department of Modern Languages.

Promotions: Conrad P. Homberger—Assistant Professor

Return from Leave: Frederick C. Kreiling—from Esslingen, Germany

**Princeton University**, Princeton, New Jersey. Department of Modern Languages.

Leaves of Absence: Edward D. Sullivan—research; Edward McCormick—research; A. T. MacAllister—research

Promotions: Vicente Llorens—Professor; A. T. MacAllister—Professor,

Return from Leave: E. B. O. Borgerhoff—from France; Bernhard Ulmer—from Germany  
**Purdue University**, Lafayette, Indiana. Department of Modern Languages.

Appointments: Oliver Andrews, Jr.—Assistant Professor—from Bates College

Leaves of Absence: Warren S. Hubbard—to Spain

Promotions: S. Edgar Schmidt—Associate Professor; Arthur A. Chandler—Assistant Professor; Lawrence R. Radner—Assistant Professor

Resignations: Richard M. Mikulski—government work in Argentina

Return from Leave: George E. Smith—from Indiana University

**Queens College**, Flushing, New York. Departments of German and Romance Languages.

Leaves of Absence: Isabel Brugada—research-travel in Europe; Claire Noyes—research-travel in Europe

Promotions: Harold F. Lenz—Associate Professor

Resignations: Francisco García-Lorca—to Columbia University; Carlos Hamilton—to Vassar College

Return from Leave: Lewis E. Brett—from Europe; Paolo Milano—from Europe; Leo Courtines—from Europe

**Randolph-Macon Woman's College**, Lynchburg, Virginia. Department of Spanish.

Appointments: Rose E. Link

Resignations: Nancy A. Lane

Retirements: María Díez de Oñate—8 years of service

Return from Leave: Eleanor Krummel—from University of North Carolina

**University of Rhode Island**, Kingston, Rhode Island. Department of Languages.

Appointments: Frank L. Woods—Assistant Professor—from University of Connecticut

Leaves of Absence: R. P. Marompot—to work on textbook

Resignations: Carl V. Hansen—to Trinity College, Connecticut

**Rice Institute**, Houston, Texas. Department of German.

Resignations: J. B. MacLean—to Victoria College, British Columbia; Peter Bruning—to Indiana State College

**Ripon College**, Ripon, Wisconsin. Department of Romance Languages.

Appointments: Daniel Delakas—Professor—from Northwestern University

Promotions: Alexander Hooker—Associate Professor; Margaret Lay—Assistant Professor

Resignations: William Bottiglia—to Massachusetts Institute of Technology

**Roanoke College**, Salem, Virginia. Department of Modern Languages.

Appointments: Patricia M. Gathercole—Assistant Professor—from University of Oregon

Retirements: Evans W. Lindsey—31 years of service

**University of Rochester**, Rochester, New York. Department of Foreign Languages.

Leaves of Absence: Howard Harvey—to work on book; Manuel Guerra—to work on thesis

Promotions: Virgil W. Topazio—Associate Professor

Resignations: Richard Exner—to Princeton University

**Rockford College**, Rockford, Illinois. Department of Modern Languages.

Deaths: Beatrice Hannah—May 13, 1956

Promotions: Gina Wassing—Assistant Professor

**Rockhurst College**, Kansas City, Missouri. Department of Modern Language.

Promotions: Judson McElwee—Assistant Professor

Resignations: Thomas Gilmore—to University of Mexico

Return from Leave: Judson McElwee—from University of Kansas

**St. Louis University**, St. Louis, Missouri. Department of Modern Languages.

Deaths: John V. Tillman—June 9, 1956

Promotions: Homer C. Welsh—Assistant Professor and chairman of department

**St. Olaf College**, Northfield, Minnesota. Department of Norwegian.

Appointments: Jörunn Mannsaker—Associate Professor—from University of Uppsala

Leaves of Absence: Reidar Dittmann—to study for doctorate

**Seattle University**, Seattle, Washington. Department of Modern Language.

Promotions: Edward S. Flajole—Professor

Return from Leave: F. J. Logan—from Sorbonne

**Skidmore College**, Saratoga Springs, New York. Department of Romance Languages.

Leaves of Absence: Marie-Helene Pauly—for study and writing

Resignations: Anita Denton Kusel

**Smith College**, Northampton, Massachusetts. Department of Italian Language and Literatures.

Leaves of Absence: Michele Cantarella—for research

Promotions: Ruth Elizabeth Young—Professor

Return from Leave: Ruth E. Young—from Italy, directing Junior Year  
**Spring Hill College**, Mobile, Alabama. Department of Languages.

Resignations: J. Van Peterson—for ecclesiastical studies

**University of South Carolina**, Columbia, South Carolina. Department of Foreign Languages.

Appointments: Stephen H. Ackerman—Assistant Professor

Deaths: Thomas A. Fitzgerald—April, 1956

Promotions: Eugene F. Murphy—Associate Professor

Return from Leave: Wilbur C. Ziegler—from Moscow, Russia

**University of South Dakota**, Vermillion, South Dakota. Department of Modern Foreign Languages.

Promotions: John E. Oyler—Assistant Professor

Retirements: John C. Tjaden—36 years of service

**South Dakota State College**, Brookings, South Dakota. Department of Foreign Languages.

Leaves of Absence: Evelyn E. Uhrhan—research in Spain

**University of Southern California**, Los Angeles, California. Department of Spanish and Italian.

Appointments: D. McMahon—Acting Chairman of Department for 1956-57

Leaves of Absence: D. L. Bolinger—research

Promotions: L. Moreno—Associate Professor  
**Southern Illinois University**, Carbondale, Illinois. Department of Foreign Languages.

Appointments: Jerónimo Mallo—Visiting Professor—from State University of Iowa

**Southwestern at Memphis**, Memphis, Tennessee. Department of Spanish.

Appointments: Robert R. Bishop—Assistant Professor—from Louisiana State University

Promotions: Gordon D. Southard—Chairman of Department

Retirements: Martin W. Storn—26 years of service

**Stanford University**, Stanford, California. Department of Germanic and Romance Languages.

Appointments: Ruth Hirsch Weir—Assistant Professor—from Georgetown University

Leaves of Absence: Patricia O'Connor—Fulbright Grant to University Tokyo; Pauline Newman—study and writing in France; Isabel M. Schevill—study and travel in Spain, Spring quarter, 1956-57; Daniel C. McCluney—study and travel in Germany, Spring quarter, 1956-57

Promotions: Helmut R. Boenger—Associate

Professor; Daniel C. McCluney—Associate Professor

**Sweet Briar College**, Sweet Briar, Virginia. Department of Modern Languages.

Leaves of Absence: Cécile G. Johnson—research

Promotions: Arthur S. Bates—Professor  
**Syracuse University**, Syracuse, New York. Department of Romance Languages.

Appointments: B. F. Bart—Associate Professor from University of Michigan

Leave of Absence: Albert D. Menut—research in Europe

Promotions: W. McPheeters—Associate Professor

Return from Leave: Albert D. Menut

Resignations: Harry Weiss

**Temple University**, Philadelphia, Pennsylvania. Department of Foreign Languages and Literatures.

Deaths: Joseph A. Meredith—May 31, 1956

Promotions: James D. Powell—Associate Professor

Retirements: Samuel J. Steiner—35 years of service; Jane V. N. Smead—24 years of service; Henri C. Neel—36 years of service

**University of Tennessee**, Knoxville, Tennessee. Department of Romance Languages.

Appointments: Jean Gustave Lorson—Assistant Professor—from Lycée Courbet, Abbéville, Somme, France

Leaves of Absence: John D. McBride—Exchange at Abbéville, France

Promotions: John D. McBride—Assistant Professor

**University of Texas**, Austin, Texas. Departments of Germanic and Romance Languages.

Appointments: Charles V. Aubrun—Visiting Professor, 1st semester—from University of Paris; Roger Shattuck—Assistant Professor—from Harvard University; W. F. Starkie—Visiting Professor, second semester—Director of British Institute, Madrid, Spain; Werner Winter—Visiting Professor, second semester—from University of Kansas

Leaves of Absence: W. P. Lehmann—to Ankara, Turkey, for State Department; Katherine E. Wheatley—research for book, second semester, 1956-57

Promotions: G. Schultz-Behrend—Associate Professor

**Texas Christian University**, Fort Worth, Texas. Department of Foreign Languages.

Appointments: Walton H. Rothrock—Assistant Professor—from University of Texas; Egydio Romanenghi—Assistant Professor—from Louisiana State University

- Resignations: Harlie L. Smith—to accept government position  
**Texas State College for Women**, Denton, Texas. Department of Foreign Languages.  
 Deaths: Lillian Benson—June 21, 1956  
**University of Toronto**, Toronto, Ontario, Canada. Departments of French, Italian, Spanish and Portuguese.  
 Appointments: G. L. Stagg—Professor and Chairman of Department—from University of Nottingham, England  
 Leaves of Absence: M. Sanouillet—research in France  
 Promotions: D. Marín—Assistant Professor; M. Sanouillet—Assistant Professor  
 Retirements: W. J. McAndrew—37 years of service; Emilio Goggio—40 years of service  
 Return from Leave: D. M. Hayne—from France  
**Trinity College**, Hartford, Connecticut. Department of Modern Languages.  
 Appointments: Raúl A. Del Piero; José A. Díaz  
 Leaves of Absence: Louis H. Naylor—study and travel abroad  
 Resignations: Alfred J. Wright—to Bates College  
**United States Military Academy**, West Point, New York. Department of Foreign Languages.  
 Promotions: George R. Moe—Assistant Professor; John G. Paules—Assistant Professor  
 Ordered to New Assignments: Captain Edward F. Crowley—overseas; Major Howard Reiner—to Army Chemical Center  
**United States Naval Academy**, Annapolis, Maryland. Department of Foreign Languages.  
 Appointments: R. A. Farley—Assistant Professor  
 Promotions: P. M. Beadle—Professor  
 Retirements: W. H. Sewell—25 years of service  
 Return from Leave: Angel Cabrillo-Vazquez—duty in Spain  
**Vanderbilt University**, Nashville, Tennessee. Department of Romance Languages.  
 Promotions: John Bingham—Assistant Professor; William Roberts—Associate Professor  
 Return from Leave: Earl Thomas—from Spain  
**Vassar College**, Poughkeepsie, New York. Departments of French, German and Russian.  
 Leaves of Absence: Robert C. Cohn—Guggenheim Fellowship; E. Zorb—research  
 Promotions: Christiane Berkowe—Associate Professor; Louis Pamplume—Associate Professor; Ruth Venables—Professor; Catherine Wolkonsky—Professor  
 Return from Leave: Ada Bister—from Germany  
**University of Virginia**, Charlottesville, Virginia. Department of Germanic Languages.  
 Appointments: Walter L. Hailbrunner—Assistant Professor—from West Virginia University  
 Resignations: W. Gordon Marigold  
**Wabash College**, Crawfordsville, Indiana. Department of German.  
 Appointments: Ernst Oppeheimer—Assistant Professor—from Rutgers University  
 Promotions: Joseph S. Height—Associate Professor  
**University of Washington**, Seattle, Washington. Departments of Germanic, Romance, Far Eastern and Slavic Languages and Literatures.  
 Appointments: Oscar Budel—Assistant Professor—from University of Omaha; Leon Hurvitz—Assistant Professor  
 Leaves of Absence: George C. Buck—Fulbright Fellowship at Freiburg; A. E. Creore—to University of Minnesota; Richard N. McKinnon—research in Japan; William H. Rey—Sabbatical at Innsbruck  
 Retirements: Walter B. Whittlesey—50 years of service; Charles Goggio—36 years of service  
 Return from Leave: Carlos García-Prada—from Spain; Fang-Kuei Li—Taiwan University, Formosa; Franz Rene Sommerfeld—Sabbatical in Europe  
**State College of Washington**, Pullman, Washington. Department of Foreign Languages.  
 Resignations: Hugo R. Alcalá—to Rutgers University  
 Return from Leave: Arne O. Lindberg—Ford Fellowship, from Europe; Lawrence A. Springer—from study at Stanford University, Ford Fellowship  
**Washington University**, St. Louis, Missouri. Departments of German and Romance Languages.  
 Leaves of Absence: Liselotte Dieckmann—to Yale University; Raymond Immerwahr—Guggenheim Grant; Alejandro Ramirez—research  
 Promotions: Bruce A. Morrisette—Professor  
**Washington and Lee University**, Lexington, Virginia. Department of German and Romance Languages.  
 Promotions: Edward Buck Hames—Assistant Professor; George J. Irwin—Associate Professor  
 Resignations: R. C. Goodell—to enter government service  
 Return from Leave: B. S. Stephenson—from University of Minnesota  
**Wayne State University**, Detroit, Michigan. Department of German.  
 Appointments: Bernard Valentini—Assistant



Professor—from Director of Junior Year in Munich

Promotions: J. K. L. Bihl—Professor

**West Virginia University**, Morgantown, West Virginia. Department of Romance Languages.

Resignations: Charles Mittrani

**Wellesley College**, Wellesley, Massachusetts. Department of Spanish.

Appointments: Concha Bretón—Associate Professor—from Wheaton College

Deaths: Alice H. Bushee—May 28, 1956

Retirements: Ada M. Coe—39 years of service

**Western Reserve University**, Cleveland, Ohio. Department of Romance Languages.

Appointments: Edmundo García-Girón—Assistant Professor—from University of Oregon

Promotions: Ruth Mulhauser—Professor and Chairman of Department

Resignations: Rudolfo Cardona—to Chatham College; Raoul Pelmont—to reside in France

**Westminster**, Fulton, Missouri. Department of Romance Languages.

Promotions: Donald Bishop Gordon—Professor  
**Wheaton College**, Norton, Massachusetts. Department of French.

Resignations: Betsy Miller; Valentine Pinacoli  
**Wheaton College**, Wheaton, Illinois. Department of Foreign Languages.

Promotions: Mary Nogera—Assistant Professor  
**Wichita University**, Wichita, Kansas. Departments of French, Spanish and German.

Appointments: Brigetta Kuhn—from Morning-side College

Leave of Absence: Allen Cress—Fulbright to Germany; Eugene Savaiano—to Study in Spain

**Williams College**, Williamstown, Massachusetts. Department of German.

Deaths: Orrie William Long—September 14, 1955

**Wilson College**, Chambersburg, Pennsylvania. Department of Modern Languages.

Appointments: Marina Bourgeal—Assistant Professor—from Middlebury College

Leaves of Absence: Virginia D. Cooper—study in France

Return from Leave: Cecilia V. Sargent—from Spain

**Wittenberg College**, Springfield, Ohio. Department of Modern Languages.

Appointments: Kurt J. Fickert

Retirements: Melitta Gerhart—9 years of service

**Women's College of University of North Carolina**, Greensboro, North Carolina. Department of Romance Languages.

Promotions: Annie Beam Funderburk—Associate Professor; Meta Helena Miller—Head of Department

**University of Wyoming**, Laramie, Wyoming. Department of Modern and Classical Languages.

Leave of Absence: Werner A. Mueller—to be visiting professor at University of Nebraska

**Xavier University**, Cincinnati, Ohio. Department of Modern Languages.

Promotions: Joseph E. Bourgeois—Associate Professor; Matias Vega—Assistant Professor

**Yale University**, New Haven, Connecticut. Department of Slavic Languages.

Promotions: Richard T. Burgi—Associate Professor; Alexander M. Schenker—Assistant Professor

*Compiled by WM. MARION MILLER*

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Better teachers of languages in the graduate schools, colleges, high schools, and elementary schools will bring more life, more enthusiasm, more inspiration into the classroom; they will attract more students, will make the students more eager to learn, will build, in short, a firmer and broader base for foreign language study in America.

—EARL J. McGRATH

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# Notes and News

## Some Mistranslations of Bilingual Street Signs in Brussels

One of the most unusual features of the city to the average tourist on his first visit to Brussels is the abundance of bilingual official notices, and in particular, street signs, with the French designation on top and the Flemish equivalent underneath. On closer inspection in the course of his wanderings through the city, however, if the visitor happens to be a linguist and historian, he will find ample occasion to question the curious inconsistencies and mistranslations of some of these street signs, which apparently pass unnoticed in the bustling Belgian capital. Are these mistakes misconceptions by the French translators of the original Flemish, or Flandricisms along with so many others in the French tongue as used in Brussels? To answer such questions it is necessary to have in mind the origin and present status of the two official languages in Brussels.

The modern division of Belgium into fairly even language areas, Wallony and Flanders, with Brussels just within the Flemish side, dates from at least the time of Charlemagne, and geographically has changed little since. When however, Phillip the Bold, brother of the king of France and duke of Burgundy, captured Brussels and in 1384 established his capital there, the Burgundians made French the official court language in the city and throughout Flanders. The use of French by the upper and middle classes continued in Flanders, especially in Brussels, despite the subsequent invasions and occupations that the land underwent, Spanish, Austrian, Napoleonic and Dutch. In 1830, Flanders and Wallony were united to form the kingdom of Belgium, with one official language, French, Flemish having in the meantime become practically a *patois*, barely understood from town to town.

The second half of the nineteenth century was to witness the beginning of the long and successful struggle of the Flemish patriots to rehabilitate their mother tongue, by securing its reinstatement as the one and only administrative language in Flanders and standardizing it in accordance with academic Dutch. Although the cities of northern Belgium have consequently become once more largely Flemish-speaking, the "Flamingants," as the advocates of the Flemish tongue were called, were not successful in eliminating French from Brussels. The capital continues to be officially bilingual and in practice, mainly French-speaking. According to the census of 1880, 44.62% of the city's population claimed to be "unilingues néerlandais," that is, Flemish-speaking only, whereas, according to the latest statistics issued for 1947, the percentage of the same group has now dropped to 9.20%. Like all large modern cities greater Brussels is constantly expanding beyond its suburbs, and now reaches practically as far as the French-speaking area of Brabant to its south, bringing its peculiar

branch of French with it. It might be of interest to give here a characteristic example of this special tongue as recounted by Hubert Henry in *Les Vieilles rues de Bruxelles*:

Le nom *Rue Blaes* me rappelle un mot d'un de nos "ketjes" au langage savoureux du terroir: une affiche de théâtre annonçait la reprise de *Ruy Blas*, le drame de Victor Hugo.

Deux gamins passent devant.

-Tiens, tiens, dit l'un d'eux, regar' une fois, Jef; ça est toulemême drolle: on va mett' not' reule sur le tiatre.

Il traduisait d'après l'orthographe phonique des Marolles "reufe Blass."

Determined efforts are still being made to stem the tide of what is called the "francisation" of Brussels and to increase the number of Flemish-speakers in the capital. In any case, the interplay of the two languages for hundreds of years in Brussels has inevitably brought it about that on the one hand, the Flemish commonly spoken in that city is the despair of purists from Antwerp and Amsterdam, while the "accent belge" of Monsieur Beulemans causes even the most diplomatic and well-disposed of Parisians to want to smile. All of which, it will be seen, has not been without its influence on the bilingual notices and street signs posted throughout the city and has given rise to some curious errors and admixtures.

When the official bilingual regime began in Brussels it gave rise to some translations of the old Flemish street names that were inexact but not without a certain charm. *Parlemoeregang*, for example, which should have given *Impasse de la Nacre*, produced apparently through phonetic transcription *Impasse de la Perle d'Amour*, a lovely designation for what is actually a dull little street. A more imposing driveway, *Drève des Enfants Noyés*, received its present name from a mistranslation of *Kinderen Verdroncken*, the street having originally been named in Flemish for the children of the Verdroncken family who inherited an estate nearby. The title in French certainly has the advantage of being romantic and calculated to inspire a salutary fear in the children who play in the adjoining pond. On seventeenth century maps we find the present-day *Rue du Jardin-Rompu* designated as *Den gebroken Hoff*, which should have given "Ferme tombant en ruine." The translator erroneously interpreted "Hoff" as "jardin" resulting in the curious "jardin rompu"; not without its charm however, and which it would be a pity to have corrected.

Not all the mistakes have been made by the translators from Flemish into French. One would be inclined to accept *Willestraet* as an exact translation of *Rue Blanche*, until informed that the street was actually named after a lawyer whose family name was Blanche.

Just off the Grand-Place is the *Rue de l'Amigo*. This

street inherited its name from the jail on one side of it. Various explanations have been offered for the origin of the word *Amigo* to designate this prison, well known to students of French literature through Verlaine's stay there after his quarrel with Rimbaud. The most likely one would seem to be that the Spanish occupying forces in the 17th century confused, either by ignorance or as a play on words, the Flemish name for the street and its prison, *Vruntestraat* ("Vrunte" meaning "enclosure"), with *Vriendstraat*, "Vriend" being, or course, "amigo" to the Spaniards. In any case, the official French designation for the street was *Rue de l'Ami* until 1851, when it was given the more exotic name of *Rue de l'Amigo*. In the meantime "Amigo" has passed into popular speech in Belgium as synonym for prison.

The street on which the author of these lines is presently living, *Rue d'Argent*, is found on several old maps of Brussels as *Sylvesterstraat*, but possibly because of the nearby Théâtre de la Monnaie, the opera house built on the site of the former Mint, popular usage changed the "Sylvester" into "Sylver" and eventually into the contemporary *Zilverstraat*.

A quiet lane directly in back of the imposing St. Gudulde Church was the scene back in the fourteenth century of the murder of a certain Wautier van der Noot, called Wilde Wouter. The street eventually received the name of this sinister person and was called, *Wilde Wouterstraat*. A distracted translator in the early nineteenth century, apparently mistaking "Wouter" for "Woud" the bilingual title for this quite prosaic street today is: *Rue du Bois Sauvage-Wilde Woudestraat*.

Sometimes the City Fathers intervene in modern times and attempt a correction of a bad or confusing translation, but not always with happy results. *Porseleinstraat*, which had always been known in French as *Rue de la Porcelaine*, was rebaptized *Rue Porselein*, a neutral if meaningless translation, but the only solution, apparently, to a local controversy over the original meaning in Flemish of the name for the street; "Porselein" having the double meaning of "porcelaine" and "pourpier" (purslane). For another

small street the authorities seem unable to decide on an official Flemish translation. Of the five signs along the street in question, the Flemish and French inscription of four reads: *Rue de l'Amazone-Straat*. On the fifth sign however, we are unexpectedly confronted with: *Rue de l'Amazone-Heldinstraat*. The latter designation has, at least, the virtue of satisfying our natural curiosity as to whether the street was named in honor of the river or the race of female warriors.

Despite scrupulous efforts to provide linguistic equality in the nomenclature of its streets, the municipal government of Brussels has nodded at times and neglected to translate into French some of the old Flemish street names, especially as outlying *communes* were incorporated into the city. *Rue du Pannenhuis* in Jette, for example, is a hybrid designation for what should be *Rue de la Maison aux Tuiles*, a trifle too long, perhaps; seven syllables against five. A purist would undoubtedly prefer to see the current French translation of another street, *Rue Krekelendries*, gallicized properly into *Rue du Pré aux Grillons*.

The several examples of mistranslations cited in this article represent, fortunately, a very small number of errors in proportion to the amount of exactness and elegance with which the French language has been grafted by the city authorities into the cultural life of the Belgian capital. Whatever may be the failings of this bilingual administration, they would doubtless have been even greater in the Middle Ages. Some of the medieval street names to be found on old maps of Brussels but which have unfortunately been eliminated in the frequent shuffling of names in this city, were unbelievable tongue-twisters and would have defied a satisfactory translation into a language as dissimilar to Flemish as is French. Here is an example of one of those topographical dinosaurs: *Ongesloosterd-silvere-okker-noot-schelpen-straetje*; giving in modern French: *Ruelle de la Grosse Noix d'Argent Non-écallee* or *Cul-de-Sac de la Coquille de Noix d'Argent Non-écorchée*, or more prosaically still, in English: *Big Unshelled Silver Nut Lane*.

ROBERT W. LOWE

University of Arizona

### Big Staff Translates All Texts

Russia today is the world's largest dealer in translated scientific texts. By hand, and experimentally by machine, the Russians are grinding out more information on everybody else's scientific work than any other country.

This means that the Russian scientist, more than any other scientist, has access to what his counterparts are doing throughout the world.

To provide this scientific service for its scientists, Russia maintains a permanent army of 1,800 translators, abstractors and publishers. This staff is reinforced by more than 13,000 professional engineers and scientists throughout the Soviet Union who act as part-time translators and abstractors in specialized fields of science.

\* \* \*

The headquarters for this mass attack on the world's scientific literature is housed in a drab and bare building

in what was once a peasant village and is now a slum area of Moscow. It is known as the All-Union Institute of Scientific and Technological Information.

Run by the Soviet Academy of Science, the Institute was established only three years ago. It is headed by Dr. D. Yu. Panov, a mathematician and a recent visitor to the United States.

The main job of the Institute's staff is to abstract scientific papers and translate them into Russian. These abstracts are published in 13 abstract journals.

To gain some idea of just how big a job the Russians are doing in this field, last year the Institute's journals contained 400,000 abstracts.

These abstracts were culled from more than 10,000 journals originating in 80 different countries.

\* \* \*

In addition to abstracts of work in progress, new book reviews, patents and dissertations are also carried in the journals.

The Russians also have what they call "express" journals, designed to get information vital to industry in two or three weeks after the foreign publication has been received at the Institute.

But abstracting and translating the papers of foreign scientists for the Abstract Journals is not the only work of the Institute staff.

It also provides Russian scientists with the complete translation of any scientific paper in any language on request. It also publishes technical foreign dictionaries, such as English-Russian and Chinese-Russian.

\* \* \*

One of the big efforts of the Institute is the work on a

translating machine which, Dr. Panov said, has already been used to translate one complete scientific text from English into Russian.

The Russian automatic translator is similar to those being experimented with in the United States. The Russian machine uses an electronic computer as its main working part.

Satisfied with the results to date, Dr. Panov said that his staff was now engaged in experimenting with machines for translating Japanese, Chinese and German into Russian.

It is the ultimate hope of the Russian translating machineists to perfect a machine that will be able to translate from one language into another using Russian as the medium.

The chief object of the Institute is to keep Soviet scientific workers abreast of the main branches of learning in all countries of the world.—HOWARD SIMONS

### *Catholic Church May Reduce Use of Latin*

The Roman Catholic Church is considering reducing the use of Latin in its ceremonies and prayers.

Suggestions advocating this reduction have come from clergy throughout the world, including many from the United States. The most drastic call for substitution of local languages for Latin in parts of the Mass and in the breviary, the priest's book of daily prayers.

Pope Pius XII, who has already made more changes in the Catholic liturgy than any other Pope in nearly four centuries, while receiving many of the proposed changes warmly, has closed the door on the idea of altering the role of Latin in the Mass.

However, the breviary is due for extensive changes, although it is not certain what they will be.

Supporting the appeal for a reduction of Latin's primary place in ritual is the argument that Latin has not always

been Catholicism's dominant tongue nor has it always been so nearly incomprehensible to the laity as it is now.

These contentions are advanced by an Austrian Jesuit, Joseph A. Jungmann, recognized as a top liturgical expert.

The use of the Aramaic word "amen" in the Mass is a symbol of the presence of other languages in the Mass. Further, for the first two centuries of the Christian era, Greek rather than Latin was the tongue of the Mass, the priest said.

Nevertheless, once Latin became the language of the Mass, it was understood well until the Middle Ages, being the language of the educated. The liturgical expert noted that only after that time did "a fog curtain" descend between the priest and his congregation as local tongues developed.—*The Boston Globe*, Dec. 18, 1956.

### *An Experiment in East Lansing*

During the Spring term 1956, an experiment in Language Teaching in Elementary Schools was carried on in East Lansing Central School. In this short paper, the author will attempt to throw some light on the much-debated question of foreign language teaching on the elementary level by an account of his shortlived, but quite worthwhile, experiment.

First, a few words about the material and mechanical conditions under which the test was carried out. The possibility of teaching a foreign language in elementary school—French was chosen, being the native language of the teacher—was discussed first with Mr. Gordon Holmgren, Principal of Central School. Quite interested in the project, he talked about it with his staff, finding particular response from Mrs. Florence Baker, a sixth grade teacher who was more than willing to have the experiment carried on in her class. It is interesting to note, therefore, that the pupils were not any special group of volunteers or selected subjects, but an already existing unit of twenty-nine students.

From April 4 to June 15, 1956, the class met three times a week (Monday, Wednesday, Friday) to study French for

thirty minutes. Altogether there were thirty meetings of thirty minutes each, that is, about 15 hours of French instruction over a three-month period. In addition, Mrs. Baker gave particular attention to France and French culture in her class during the term. The whole program was climaxed by a sort of exposition of things French, prepared by two pupils and apparently enjoyed by all.

Theoretically, each thirty-minute period was similarly arranged, though in practice, the program of each session was altered to comply with the needs and conditions of the moment. The first five minutes were devoted to a quick (and it is hoped) effective review of the material learned at the previous meeting. As we proceeded, the five minutes were increased to 10 and 12 as we practiced on different things learned throughout the term. The next ten to fifteen minutes were used to introduce new material, and the balance of the time devoted to singing, a group activity enjoyed by the pupils.

At each meeting, 8 to 10 French words were introduced in short sentences and practiced both by the group and by the pupils individually. In all cases, an effort was made not



to translate the words into English, but rather to make the pupils see or understand what they were learning or saying through illustration or other concrete means. The class itself, the pupils, and the teacher's own resources offer enough visual aids to make this task rather easy. So far as the vocabulary was concerned, it was centered—though not formally—around a few well-chosen topics: the family, the school, the community, colors, numbers, clothes, toys, animals, foods, and naturally, the usual expressions of greeting. The use of verbs was mostly limited to two persons: the second person plural (the familiar form was purposefully avoided as more difficult) for the question, the first for the answer:

"Comment vous appelez-vous? Je m'appelle Georges."  
"Avez-vous des frères? Oui, j'ai deux frères."

Naturally, despite some of the pupils' requests, the new language was used only as an *oral* means of communication. Since the printed words provide the chief causes of mispronunciation, they were never shown to the pupils.

What are the conclusions to be drawn from such an experiment? Mrs. Baker, who attended all the meetings, listed the following factors in its favor:

1. High interest of the pupils.
2. Challenge to the pupils' learning capacity.
3. Increase in pupils' powers of concentration.
4. Training in alertness and attentiveness.
5. Enjoyable activity.
6. A feeling of accomplishment.
7. Excellent enrichment program for this age level.

There can be little doubt that the pupils were highly interested in this experiment in learning a foreign language. Not only was it something new and different, but again it gave them a 'secret' means of oral communication, which they displayed both at recess—counting and giving direction in French during their games—and at home by springing some of their newly-acquired French on their parents. As one of the pupils declared at the end of the experiment: "It is so nice to be able to talk at home when my family does not understand me."

Singing was a favorite activity; the question "Voulez-vous chanter?" was always answered by a clamorous "Oui!" Likewise, certain topics, such as food, numbers, colors, were well received by the pupils who, in fact, were always asking for more information on these subjects.

Asked to express in writing their opinions at the end of the term, the pupils all agreed concerning the pleasure derived from this new activity. Said one:

I enjoyed French very, very much. I have always wanted to learn another language. I also wish I could continue with

it . . . I also hope that some day I will get to go to France and put what I have learned to work. I don't mean that I won't use it here because I sure will . . .

Another pointing out how what she has learned "would help her if she went to France," added: "When I play jump, I have just gotten into the good habit of counting in French." Still another wrote:

I think French interesting. It teaches us to listen and to think. It teaches to watch our teacher. It is fun and I am always coming into the house and speaking in French. It gives me new interests in foreign languages and countries.

The best comment was made, I believe, by a young girl—quite a good prospect for a French student, I should add—who remarked: "Really, I don't know where or what I will use it for. Just the same, I think it was a very good idea."

The parents, similarly polled about the value of the experiment, showed the same favorable reaction. All but one expressed their satisfaction with the program. They implemented the pupils' own remarks about the interest displayed in this new activity and felt that, on the whole, it had been a very worthwhile experiment. Many also inquired whether such a program should not begin at an earlier age and carried on throughout the child's stay in elementary school.

In my considered opinion, the experiment was quite successful and convinced me of the advantages to be gained by introducing foreign languages in elementary schools.

As far as the age is concerned, I would agree with most parents—and with the majority of the psychologists and linguists who have studied the question more deeply—that a foreign language should be started somewhat earlier, possibly in the third or fourth grade. Though the achievements of the sixth graders were quite satisfactory, it seems to me that a better pronunciation might be obtained from younger children. Also, the many questions about writing asked by the sixth graders could then be answered without endangering their pronunciation.

In terms of time, the thirty-minute period seems to me the best, since it is difficult to keep the children's attention and interest alive beyond this point, without changing the learning activity into mere play. Though the class should not be stiff and formal, neither should it lose its educational value by being turned into a game. The frequency of meetings might be increased to five, one every day, for the children's power of retention would be greatly helped by this daily contact with the foreign language.

GEORGES J. JOYAUX

Michigan State University

### *For the Improvement of Modern Language Study*

In a pamphlet entitled the *Need for Language Study in America Today* Professor Henri Peyre stated that "no country prizes education more deeply than America." Yet the fact remains that this statement does not seem to apply when we refer to the modern language situation in the United States. In a recent chart prepared under the

auspices of the Modern Language Association of America, The United States seems to stand next to last in modern foreign languages made available in the public schools of 35 countries. During 1954-1955 no modern languages were being offered in 56% of the public schools of the nation, while in the remainder only 14.2% of the 21.1% of our total

7,624,000 students were enrolled in foreign language courses. Though in 1955 329,071 elementary school children had one form of language training or another, college students in 83.8% of our colleges will be required to take up a language sometime before their graduation, these students make up a very small part of our total estimated population of 162,414,000. Sad as it is to admit, the "language curtain" still exists in 1956. It is a problem for which we have a few suggestions.

1. A greater effort must be made by language teachers to convince the public of the need to have a better language program. Though an excellent brochure authored by Dr. William R. Parker published by the U.S. Government Printing Office has already appeared on the subject and is now in its second printing, more intensive effort must be made by every language teacher in the U.S., wherever any modern language is taught, by whatever means are at his disposal, be it through the use of films, pamphlets, speeches and discussions of P.T.A. meetings or other interested groups. This campaign should be waged with special vigor in those states where less than one student in 25 has been shown to be studying a foreign language, and also those in which there are few or no opportunities for those H.S. students interested in pursuing their studies beyond the second year.

2. In the H.S. where the majority of foreign languages are initiated a greater effort must be made to gear the existing language program so it shall meet the present needs of the individual students and to correlate the program whenever possible to the needs of the community, to make language study a worthwhile experience instead of another dreary subject. In this respect wherever feasible an oral conversational approach should be instituted in the elementary and high-school classes and in those college classes which so warrant it. Above all, language in the H.S. should be taught by correlating the similarities and differences of one area with another such as the ones encountered by a boy living in Pittsburgh with one living in St. Etienne, France.

Unfortunately the chances of initiating such a program seem rather remote at the present time because, as Professor Daniel Girard once remarked, the minority taking up a foreign language in the H.S. constitutes a majority of the students whose program has been rigidly set by Col-

lege requirements. It is not to them therefore that the appeal can be made but rather to the vast untapped source of vocational, general students who have as a rule been denied in the past an opportunity to study foreign languages due to poor academic achievement. Special courses of study should be prepared for them just as they are now being prepared for mentally retarded or other handicapped children.

3. Administrators and supervisors, heads of Foreign Language departments trained in the classical tradition, must be convinced of the lasting value of such a program. Its success or failure will largely rest upon their shoulders.

4. A greater effort should be made in the colleges or universities to prepare as fully as possible the modern language teacher for elementary, H.S., or college classes. Wherever needed, courses of study should be reorganized, new ones added to meet the suggested requirements and aims set up in Report No. 2 of the M.L.A. (August 1955) and those suggested by Dr. Parker in his workbook.

5. Finally to help attract some of the 1,900 professors needed by 1960 and the 6,600 others needed by 1970 we should suggest, as Dr. Hollis H. Caswell has already done, a National Association of Teachers of Languages sponsored either by the government or some private fund or perhaps even by the respective language associations, with permanent state chapters. The Association's main function would be to set up minimum requirements for the 48 states, to help plan for the future, schedule conferences, prepare and distribute literature, coordinate the work of the state associations, advise them on any problems that may arise and act as a research center.

Though foreign languages are enjoying a temporary *renaissance* as shown by the interest on the elementary school and college level, this interest will only be temporary if the effort is not made *now* to strengthen and improve the role of languages as a key determining factor in the improvement of our relations with other peoples. As President Eisenhower stated: "Not by any race in armaments but by just relations and honest understanding with all other nations can a lasting peace be secured."

RENÉ MERKER

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### Useful Realia

The Service Bureau for Modern Language Teachers of the Kansas State Teachers College of Emporia announces a revision of the Bulletins on Bibliography of Material for Use in Spanish Classes; Lingua-Games; and Spanish Clubs. The following tests have also been revised and will be ready for distribution early this spring: First and Second Year French Tests and Spanish and Spanish-American Life and Culture Tests. Other materials available at the Service Bureau for Modern Language Teachers are: Bibliography of Material for Use in French Classes, Series for French

Conversation, Series for Spanish Conversation, French Clubs, Holidays and Festivals for French Classes and for Spanish Classes, American Sources of Realia for French Classes; Spanish Realia Bulletin; Bibliography of Recent Books in English about Latin America; Bulletin on Tests and Test Building. All bulletins are sent on receipt of five cents each to cover postage charges. Inquiries may be sent to the Director, Dr. Minnie M. Miller, Teachers College, Emporia, Kansas.

### *Placement Service for Teachers of French or Spanish in Elementary Schools*

The MLA cannot undertake the placement of teachers of FLs in elementary schools, but two agencies do exist to assist in this vital service. *Spanish*: The American Association of Teachers of Spanish and Portuguese maintains an AATSP Placement Bureau (Director: Prof. Agnes M. Brady, Strong Hall 117, Univ. of Kansas, Lawrence, Kans.). This bureau serves candidates for the teaching of Spanish (and Portuguese) at all levels. *French*: The American Association of Teachers of French maintains an AATF Placement Bureau (Director: Prof. Raymond Poggenburg,

Carleton Coll., Northfield, Minnesota). In the past this bureau has served only college and high school teaching candidates; the service has now been extended to elementary school placement. *German*: No regular placement service exists yet.

Persons interested in teaching Spanish or French in the elementary schools should write to the appropriate Director for registration information. School superintendents seeking such teachers should be referred to the Directors.

### *Northeast Conference—Boston, Massachusetts, April 12, 13, 1957*

This is the fourth annual meeting under the present name, although it was preceded by several earlier meetings at Barnard and Yale with the same aim; namely, that of bringing together teachers at all levels to study common problems and emphasizing methodology and other practical matters. Attendance has grown from 100 or so at the first Barnard Conference to 700 last year in Philadelphia,

and even more are anticipated this year in Boston. Printed Reports of working committees for the three preceding Conferences are still available, priced as follows: 1954 \$1.50, 1955 \$2.50, 1956 \$2.50. They may be obtained by writing to Nelson Brooks, 107 Hall of Graduate Studies, Yale University, New Haven Conn.

### *Thank You Very Much . . .*

For its 40th anniversary issue, the *Modern Language Journal* has exchanged the sober coloring of its familiar cover for a ruby red which is supposedly symbolic and unquestionably arresting. The contents justify the cover. They range from Henry Grattan Doyle's impressive chronicle of the achievement of modern language teachers in the United States—a ray of light on what is usually pictured as

a gloomy scene—to Ernest and Lois Ellert's succinct account of language teaching in Europe. . . . "The Need for Language Study in America Today" is more than a defense of the place of foreign languages in the college curriculum: it is a compelling statement of the case for liberal education as such.—*Bulletin of the Association of American Colleges*, December, 1956, p. 498.

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Foreign-born scholars who emigrate to the United States only in the geographical, and not in the psychological sense of the term, constitute a severe handicap to FL departments. Their pleasant, native-like fluency, made too often in phonetically unintelligible English, discourages the American-born student and makes the study of an FL something alien. All of us, I feel, should base our professional pride not on our faultless accents, but upon the degree to which we become a part of the institution we serve, and on the number of American-born students we succeed in interesting in the language we teach. It is time, I believe, that someone should state these facts publicly. Coming from someone who, himself, was not born in the United States, these remarks will perhaps not be so offensive as they might otherwise be.

—F. W. STROTHMANN

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## Book Reviews

POMEAU, RENÉ, *La Religion de Voltaire*. Paris, Librairie Nizet, 1956; pp. 516. Price 2,500 fr.

The problem of whether or not Voltaire was a religious man is an old one. Authors can be cited to support varying opinions, Lanson, Mornet, Noyes, Torrey, Havens, and many others. Instead of accepting and augmenting the proofs of any one point of view, Mr. Pomeau reopens the entire question: "Je ne savais pas, avant de commencer, ce qu'il fallait penser de la religion de Voltaire. Je constatais que les critiques qui la prennent au sérieux se recrutent parmi ceux qui croient au ciel et parmi ceux qui n'y croient pas, et qu'inversement des esprits de partis opposés se rencontrent pour lui refuser toute sincérité. . . C'est pourquoi j'ai entrepris cette enquête, inquiet de l'excès de telle interprétation, ou choqué de l'insuffisance de telle autre, mais libre de préjugés." He has examined again the facts of Voltaire's biography. He has studied his writings in critical editions, in editions published during Voltaire's lifetime, in manuscripts whenever printed editions seemed unsatisfactory in their account of variants. Attention has been given to the literary criticism made by Voltaire's contemporaries in reaction to his works. Although the books at Leningrad with the personal annotations of Voltaire have remained inaccessible to him, Mr. Pomeau has utilized the Répertoire d'André Delattre and the Correspondance, including volumes published by Theodore Besterman. Recent articles on Voltaire's life and works have not been neglected. Library acquisitions not available in the past have been included in this investigation. The presentation of Mr. Pomeau's findings is chronological. An attempt has been made to place each text and each event properly in the history of Voltaire and the century. Mr. Pomeau feels this method is especially applicable to Voltaire: "Il existe certes des nécessités logiques, soustraites à la contingence du moment et du lieu; Voltaire les a subies comme un autre. Mais plus qu'un autre peut-être, il est sensible à la circonstance, à laquelle il adapte avec souplesse sa pensée et son action. Cette souplesse n'est jamais abandon. Peu d'hommes furent aussi obstinés que Voltaire. Il plie, mais toujours revient à son idée fixe. Dans ce qu'il écrit et ce qu'il fait, les constantes d'une personnalité et les impératifs rationnels s'enlacent aux événements: c'est ce noeud que dans chaque cas il faut démêler." Voltaire's personality can thus unfold meaningfully in terms of his relation in deed and thought to the main philosophical currents or to the minor quarrels of his century.

Although it seems impossible in a review to do justice to this carefully documented work, some of the author's main conclusions may be briefly discussed. First, for him, Voltaire is not the cold, often insincere, unemotional man of action portrayed by some of his biographers. His first reaction was always an emotional one. His concern for the unfortunate was not feigned, an excuse for an attack on the Church, but was genuine: "L'émotivité voltairienne n'existe que par crises. L'accès passé, elle s'anéantit, et Voltaire est tout action. . . On l'accuse alors d'avoir joué la comédie

de la sensibilité. C'est le mal connaître. Voltaire est sensible, mais par intermittences; son tonus est soumis à un régime de discontinuité." Second, at the basis of his struggle against the concepts of "le dieu terrible" and "le prêtre cruel" lay ultimately a mental and physical loathing which Voltaire was powerless to control. On each anniversary of the Saint-Barthélemy his entire being suffered: "L'anticléricalisme de Voltaire est une 'passion.' Comme certains mystiques le Jeudi-Saint, Voltaire souffre le 24 août une petite mort: 'affaissement des organes,' 'intermittence' et 'vivacité' du pouls, ambiance mortuaire de la maisonnée. . . Le supplicié par imagination agonise de la souffrance des victimes. . . ." This feeling and others which tormented Voltaire are carefully described. The materials offered to suggest an explanation for them seem usually appropriate and are often illuminating. Third, Voltaire is a deist who knew God, no more, no less. By this is meant that he is not Christian, for he refused to believe in the divinity of Christ. On the other hand, his deism is not the pretense of a person who, when honest, admits atheism. For him, deism is an emotional need. His inclination to make God sublime and remote is also a reflection of his personality: "Nous l'avons vu éprouver et exprimer des émotions mystiques, non pas une seule fois, ou au cours d'une crise localisée. . . Ces faits et ces textes attestent l'aptitude religieuse de Voltaire; mais ils sont peu de choses, quantitativement. . . A-t-il voulu étouffer des tendances mystiques qu'il redoutait sous les sarcasmes féroceement négateurs? L'hypothèse permettrait d'expliquer la religion irréligieuse de Voltaire: très critique, mais retenant encore quelques éléments positifs, son déisme aurait rendu inoffensif un mysticisme inhibé, en lui mesurant au plus juste les satisfactions. Le développement de cette vie prend alors un sens." Fourth, in his religious beliefs he was for the most part in agreement with his age. This "accord général avec son temps" signified at the same time that he was not a part of the truly advance guard movements of his day: "Quand il meurt, son évangile, qu'il appelait 'l'Evangile du jour,' est devenu l'évangile de la veille, tandis que Diderot et Rousseau préparent l'avenir. Les perspectives s'ouvrent vers l'athéisme ou vers une religion du sentiment, non vers le déisme voltairien." Fifth, in spite of the fact that he was in a sense, then, "prisonnier du passé," Voltaire continues to live. He is still actively detested and feared by many: "On ne lui pardonne pas d'avoir connu Dieu et d'avoir si féroceement vilipendé la religion chrétienne." He introduced a form of religiousness which has persisted: "Après lui, la religion de certains fut une religion en marge, un état d'âme individuel, manifesté, non par l'exercice du culte, mais dans l'expression littéraire." Rousseau, Lamartine, Vigny, Hugo, Lamennais, Péguy followed his example. Finally, the word of Voltaire can still incite men to thought and action: "La vie qui jaillit du moindre bout de phrase de cette oeuvre est contagieuse."

To a certain extent, Mr. Pomeau's use of the "méthode historique" has led him to the conclusions of Norman L. Torrey, who in *The Spirit of Voltaire* devotes a chapter to



the mysticism of Voltaire: "On prétend seulement présenter ici une analyse plus poussée de ce mysticisme, fondée sur un recensement plus étendu des textes voltairiens." He finds inadequate many of the views of Faguet, Brunetière, and Lanson. They directly or by implication suggest that "Dieu n'est plus pour Voltaire qu'un mot." His arguments are convincing. They give greater insight into the motivation of Voltaire. The picture of the man is made more complete than earlier biographers had left it.

One misleading impression may arise from the treatment of natural religion in this thorough and important book. The relation of Voltaire's deism to the natural theology doctrines professed by Jesuit teachers under whom he had studied, the presence of similar tenets among Protestant clergymen at Geneva who were his close associates are the subjects of extremely interesting chapters. But emphasis is placed on the similarity of Voltaire's beliefs to those of Roman Catholic and Protestant writers. It is clear at the same time that these same men would not under pressure from Voltaire take the final step to embrace Voltaire's kind of deism. There are no doubt grounds for contrasting as well as comparing their position to Voltaire's. It seems far from certain that they ever broke in an essential way with the traditional meaning of natural religion by recognizing, as did Voltaire, the impotence of man's reason for discovering ultimate truth.

MERLE L. PERKINS

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KNIGHT, R. C. AND GEORGE, F. W. A., *Advice to the Student of French*, Oxford: Basil Blackwell, 1956. 108 pp.

This little manual deals mainly with the study of language and literature. With respect to the former it concentrates on the writing of a "dissertation" in French. Concerning the latter it treats the French "explication." For those interested in conversation or what we have come to term aural-oral skill, it recommends crossing the English Channel to go to France "for as often and as long as you can." One of the most helpful features of this book is the bibliography at the end, and the condensed, critical bibliographical suggestions that appear in many paragraphs of the text, or at the bottom of nearly every page. Even if not complete, these references are up-to-date and resourceful to the average student and the "Honor's scholar" alike.

The tone and trend of the book is honest and outspoken. It stems from the conviction that the University is not an alma mater or a family but rather a "society" for the pursuit and advancement of learning." Students about to embark on a career of French studies are warned that it is not easy. If they have any intention of doing superficial, inaccurate or valueless work, then they would be well advised to "transfer allegiance to another subject before it is too late." An education in the French language and literature, as far as these two authors are concerned, is largely a cultivation of mental disciplines, skills and qualities, aided by training in the ability to communicate and to share them with others. They value above all independence of thought and imagination, along with the talent to be accurate, elegant and economical in speech.

All the way through this brief "catechism" there are

common sense and clear observations that strike a remarkably sound and sane note, even though they differ very much from what we, in America, are tending to believe (or made to believe) at the moment. To those of us who are beginning, somewhat prematurely, to think that "language is behaviour" or that "language is what you do" (whatever may be meant by these sybilline statements and cryptic bits of "codese"), our authors from the British Isles counter with the view that language is a product of individual man and of society, "it is an activity to be appreciated (and practised) as an art, and investigated by the methods of science, psychology and history." To those of us who separate language and literature (considering language as "behaviour," and literature as a remote and esoteric essence called "belles-lettres") these two writers retort: "language and literature are separate branches requiring different kinds of aptitude, but it is right to link them, for each needs the other's help."

Of special interest are the observations on the study of "Old French," and of "Civilisation," topics of vital concern to teacher-trainers or to pre-teachers themselves. Knight and George, with respect to the first subject, espouse the traditional approach that includes a knowledge of "phonology" and "morphology." They lay greater stress, however, on the neglected field of syntax and show how a comparison of the "structure of Old French can illuminate (because of its greater freedom and 'accidence') the study of the more regimented syntax of modern French" (cf. Lucien Foulet: *Petite Syntaxe de l'ancien français*). They plead, also, in the Old French course, for less emphasis on etymon and phoneme, and more on the broadening and enriching field of semantics. In a word they would place less emphasis on phonology and morphology and more upon syntax and semantics.

In their comments on the study of "civilisation" they fully realize the importance of giving prominence to "French history, geography, economics, law, administration, education, social structure and problems, political life; perhaps a history of the French colonial empire, certainly a short history of religion, philosophy, science and the fine arts in France." They realize that any related background fact can possibly help explain literary phenomena. They know, too, that proper instruction in the investigation and appraisal of such facts requires teaching techniques known to the trained historian or social scientist rather than to the teacher of French. Clinging to the attraction that the arts themselves will always have for the lover of literature, our writers nevertheless summarize by saying that all the other so-called related facts "will appeal greatly to some, who are more interested in life than literature," and that, appeal though they may, they must never be handled in a superficial or perfunctory way. Such treatment would be total detriment to the Arts Faculty.

On "Going Abroad" is the last chapter. It, too, is sound and sensitive. It discourages the kind of "holiday courses" tailored for foreign students, for such "only bring you in contact with other foreigners." The important and truly telling experience is to "live with a French family." Here we come to know what the Frenchman of today thinks, feels and hopes. And this knowledge we ultimately relate to what we have learned about France and the French from our study of her language and literature. And once our

new facts, impressions and ideas gained on the continent have been related and made to jibe with the knowledge of the past, then and then only have we achieved "a coherent pattern of the whole." And this, finally, is what Knight and George call "the good mind," ready to cope culturally with an unforeseen future.

Our authors overmodestly avow that in their book one is likely to find "nine parts truism to one part heresy," and this is perhaps so. Nevertheless, the truisms found here are indispensable in bringing out what is enduring and defensible in the many educational controversies if not heresies of our time.

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HARRIS, JULIAN AND LÉVÊQUE, ANDRÉ, *Basic French Reader*. New York: Henry Holt and Company, 1956, pp. xii+194+xlix. \$3.20.

This new elementary reader, which can serve as a companion volume to the authors' *Basic Conversational French*, poses again for the teacher an ever-present pedagogical question. Does the reading material found in elementary grammars, either as *lectures* or conversations, furnish enough practice in reading? If not, what type of additional material is desirable, and at what stage of progress should it be introduced?

Messrs. Harris and Lévêque recommend that their reader be used as early as the third or fourth week. This period is not premature, for the readings are carefully graded so that the beginning student will be able to get along with the help of the complete end vocabulary. In addition to the numerous excellent photographs of Parisian scenes and the 20 content questions in French which accompany each of the 27 chapters, the *Basic French Reader* includes about 92 full pages of text plus six of La Fontaine's *Fables* (with translations). The footnotes are skilfully selected to furnish cultural information and to help the student over grammatical and vocabulary hurdles while avoiding spoon feeding. Except for a mysterious Norman who appears on page 11, line nine, there seem to be no misprints.

The story is presented in the form of conversations in Paris among the newly-arrived American student Bill Burgess, his friends Jack Stevens and Ann Tilden, and the Brégand family (*père, mère, Jacqueline, and Raymond*). After the early chapters, which are inevitably simple, the subject matter of the conversations should hold the interest of students. While keeping one eye on vocabulary, grammar, repetition of important words and idioms, etc., the authors have created a friendly, relaxed atmosphere in which intelligent young people of two countries discuss their customs and attitudes. Many appropriate anecdotes and proverbs are combined with judicious and mature discussions, and a great deal of information about France is tactfully and clearly presented, as is in part indicated by the titles of the last 15 chapters: *Le Tour de France, Le Bachot, Noël en France, L'Industrie Automobile, La Circulation Parisienne, Eaux Minérales, Le Long de la Seine, Anniversaires, Rues de Paris, Un Sport Inusité* [speleology], *Le Vieux Paris, Conversation sur la Politique, La Cathédrale de Notre-Dame de Paris, Plaisirs et Distractions, Dans la Cui-*

*sine*. The general feeling of good humor and honesty in these conversations is enhanced by many witty remarks and by the "punch lines" which frequently end a chapter and make one look forward to the next.

One final consideration concerning the class time necessary for the use of this book raises again our original question. My experience has been that elementary grammars—including the authors' own excellent text—leave at best only five to seven weeks of free time in the second semester of a five hour course in which oral-aural work is stressed; the *Basic French Reader* would undoubtedly need all this available time. The college teacher particularly must decide, therefore, whether to introduce a specially written reader of this type early in the year and to use it together with the grammar book, as our authors suggest, or to finish the grammar as quickly as possible, utilizing the material it includes, and then perhaps preferably to read unabridged literature by de Maupassant, Daudet, Mérimée, *et Cie*. For those who prefer the first choice, the *Basic French Reader* seems a good selection.

GERALD A. BERTIN

Rutgers University

DICKMAN, HENRIETTE L., DICKMAN, ADOLPHE J., AND LESLIE, JOHN KENNETH, *Basic French for Reading, Writing, Speaking*. Boston: Ginn and Company, 1956. pp. xi+408. \$4.00.

Those tri-lingual teachers among us who are already acquainted with Professor Leslie's *Spanish for Conversation* (Ginn and Company, 1947) will welcome the statement in the authors' preface that *Basic French for Reading, Writing, Speaking* is a companion volume to the former. For the rest of us, let it be said at the outset that this book is a model of clarity, completeness, and teachability.

It is the aim of the authors to supply us with a textbook which stresses the spoken language while providing the fundamentals for reading and writing. This is not, however, one of the military type textbooks, in which the student memorizes and repeats verbatim complete sentences and dialogs. The core of each lesson is a passage in French most of which is in conversational form, and the authors make it clear that the student is not to be asked to memorize it word for word, but to learn it thoroughly as a sequence of ideas, retelling it several times to himself, thus building up his fluency.

The book is organized into twenty-eight lessons, plus six review lessons and two "preliminary lessons." The First Preliminary Lesson introduces French pronunciation, proceeding from the standpoint of the written language, taking up each letter to explain its pronunciation as it appears in different combinations. Though some reservations may be entertained concerning the efficacy of this chapter as a first lesson in spoken French, it is an excellent short treatise on French pronunciation, and will prove invaluable for reference purposes. In the Second Preliminary Lesson, the authors show that they are acutely aware of the clash between French and American speech habits with a section on "The Linking of Words." This is an unusually complete treatment for an elementary textbook of the problems of elision, linking and liaison. Attention is also given in this lesson to the matter of intonation. The lesson then con-

tinues with a vocabulary and reading passage with the theme of "Les langues," well designed as a first experience in the use of the language.

The regular lessons follow a standard pattern, the lesson being introduced by a section on verb study, which always includes the conjugation of one or more irregular verbs besides other material pertinent to the study of the French verb system. This is followed by a vocabulary and idiom list entitled "New Words Used in This Lesson," a reading passage in French, a "Grammatical Analysis," "Observations," and exercises. The reading passages are to be read aloud by the instructor so that the student may be well versed in the pronunciation and intonation of each passage, in order to study as described above, by learning the material as a sequence of ideas and retelling it to develop fluency. The content of the passages throughout the book is built around the general theme of everyday situations in student life at an American university. Here the ingenuity of the authors displays itself, for in each passage is an allusion to a comparable situation in France, accompanied by a full-page photograph illustrating it. Thus, a statement at a dinner party that the "vins de Bourgogne sont excellents" is illustrated by a picture of a Burgundian vineyard, a remark about the studiousness of French students is accompanied by a photo of the reading room of a French library, and an allusion to "ma robe de Paris" affords us a gay picture of a chic demoiselle with the caption, "Comment trouves-tu ma robe de Paris?"

The "Grammatical Analysis" for each lesson sets forth the grammar rules, illustrating them by one or more examples. The method is a forthright grammatical approach; the authors state the rule first, then give the examples. Here we come upon those qualities which make this an outstanding textbook. The grammatical rules are couched in a style so clear and frugal that it is a pleasure to read them. Furthermore, the grammar of the French language is treated with a completeness beyond that which we ordinarily expect of the beginning text. The teacher will be grateful also for the gradual pace at which certain grammatical elements are introduced. This is most apparent in the case of the verbs; the present indicative of regular verbs of the first conjugation is introduced in lesson 1, the second and third conjugations in lessons 5 and 6, the present perfect, "sometimes called past indefinite," in lesson 8, with the present perfect of verbs conjugated with *être* reserved for lesson 10, the imperfect in lesson 11, the future in lesson 16, the conditional in lesson 18, present subjunctive in lesson 21, the perfect, "also commonly called *prétérit* or *past definite*," in lesson 24, and the imperfect subjunctive in lesson 25. Relative pronouns are also treated with circumspection, being apportioned in lessons 13 through 18, and the partitive article is presented in two treatments, in lessons 4 and 5.

The "Observations" which follow the "Grammatical Analysis" supplement the latter by a more informal discussion of special constructions and minor points of grammar which appear in the reading passages. These observations foresee and clarify the questions which arise naturally in the minds of American students and are potential time-savers in the classroom.

Each lesson is provided with abundant exercises for the

practice of both oral and written French. There are usually two sets of questions in French to be answered in French, one set based on the text, the other "suggested by the text"; there are completion exercises and ample exercises for translation from English to French, including one in each lesson called "Test yourself," which paraphrases the French of the reading passage.

A further opportunity for drill is provided by two long play (33 $\frac{1}{3}$  RPM) records which may be bought to accompany parts of the text.

In general, the book is well suited to carry out the triple aim of the authors in promoting the abilities of reading, writing, and speaking. In the last respect, it may be somewhat less effective than the military type of textbook with the more rigid system of memorization of dialog, but its remarkable clarity and completeness, combined with flexibility of method, make it a truly outstanding textbook and one which many teachers will find highly rewarding.

BRUCE H. MAINOUS

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MENO SPANN AND WERNER F. LEOPOLD: *Fünf Schritte vorwärts: Progressive German Readers, Books One to Five*. Boston: D. C. Heath & Company, 1956. xii+217 (text & exercises)+37 pp. (vocabulary). Price: \$2.40.

*Fünf Schritte vorwärts* is the felicitously chosen collective title of five Progressive Readers which had previously appeared, in separate booklets, with a brief introduction to each Reader, as *Der Gorilla Goliath* (38 pp.); *Am Radio* (46 pp.); *Die Nibelungen* (47 pp.); *Doktor Faust* (44 pp.); and *Wallenstein* (42 pp.). The Readers follow closely the pattern set by the late Professor Peter Hagboldt in his Graded Readers.

*Fünf Schritte vorwärts* aims to familiarize the student with a general vocabulary fundamental to speaking and writing simple, everyday German, by guiding him, in evenly measured steps, to the acquisition of a basic vocabulary of about 1580 words, including some 200 idiomatic expressions. To facilitate the student's work, key words and phrases are given at the bottom of the page. Exercises of various kinds (vocabulary reviews, vocabulary building, Fragen, etc.) follow the Chapters. All these exercises, be it noted, constantly stress the importance of the learning of an *active* vocabulary—an admirable feature of the book.

The contents of the five Progressive Readers may be summarized as follows: *Der Gorilla Goliath* consists of ten humorous stories centering about a fictitious ape (very funny). *Am Radio* presents ten imaginary radio programs (even funnier). *Die Nibelungen* is based on the "Edda," with slight borrowings from Richard Wagner's operas, and the German "Nibelungenlied." Book IV, *Doktor Faust* gives a fictional account of the historical Faust, of the *Volksbuch*, and a (contemporary) stage performance of Goethe's *Faust*. Finally, in *Wallenstein*, the first nine chapters recount, again in fictional form, the last days of Wallenstein, and the remaining six chapters introduce the student to Schiller, the man and the dramatist.

In the reviewer's opinion, Book IV, *Doktor Faust*, is a veritable "Kabinett-stückchen." To give a beginner in



German a fair idea of Goethe's *Faust*—within the limitation of 1580 words!—is quite a literary and linguistic feat.

Finally, a word about the book's language and style. The language is thoroughly idiomatic, conversational and (wherever appropriate) even "racy." It is German as German is spoken today, not bookish or merely grammatically correct German. The style is refreshingly light, and liberally interspersed with genial humor.

On all counts, *Fünf Schritte vorwärts* can be heartily recommended to progressive teachers who believe in the efficacy of the Direct Method and in vocabulary building as a means of making the study of German stimulating—and less of a grind.

GÜNTHER KEIL

Hunter College

KREMER, EDMUND P., *German Proverbs*. Stanford, California: Stanford University Press, 1955, pp. x+116. \$3.00.

Collections of German proverbs accompanied by English translations are rare enough at any time. Professor Kremer's neatly printed compilation of approximately 1500 selected adages arranged under key words, alphabetically placed, may serve the novice as an introduction to the scope and variety of popular, German, folk-sayings. The choices seem to rest upon the collector's arbitrary recognition, although he indicates that his intention was "to make available a fairly complete collection of German proverbs and proverbial phrases in use during the first half of the present century . . . narrowed down to those which depict the varied circumstances and activities of daily life." The result, nevertheless, depends upon the selector's personal notice of what he has heard and has known, and not upon what he himself keeps in active use. With respect to proverbs, individuals represent the regional atmosphere of a particular segment of their countries. A nucleus of proverbs has general circulation; many adages, however, are circumscribed in their circulation, and no individual can be aware of living, paroemic products of every part of his native land, especially in a country like Germany where a variety of dialects and backgrounds contribute to proverbs' creation and circulation. This collection, then, is a personal one which has been checked in part, at least, in standard works, as the compiler indicates in a brief bibliography.

Professor Kremer evidently spent much care in the selection of his English paraphrases. Where it was possible, he tried to fit the German to living American argot. Such endeavors are laudable, because it is a rare thing that word-for-word translation will render living identity in any two languages. Kremer is frequently successful. In other instances, he seems to have fallen back upon English literary traditions which have no living counterparts in America. For example, we would not quibble at *Die Dummen werden nicht alle*: There's a sucker born every minute. However, the following could be improved: *Allgemach kommt wohl nach*: The lame foot overtakes the swift one in the end. Easy does it, sounds more American. *Allzu klug ist dumm*: Too clever by half, is English. American might be: He's too smart for his own good. *Allzuviel ist ungesund*: Too much of one thing is good for nothing. Surely this must be: Too much is more than enough. *Wie die Alten sunen, so zwit-*

*schern die Jungen*: The young pig grunts like the old sow. Such a version may be common, but one hears more frequently: Like father, like son. *Ein grosses Amt läuft mit einem kleinen Mann davon*: Shoes too large trip one up. A better paraphrase would be: He's too big for his britches (pants). *Ueble Botschaft kommt immer zu früh*: Bad news comes apace. More modern is: Bad news travels fast. *Zum harten Brot, zur harten Nuss gehören scharfe Zähne*: Never send a mouse to catch a skunk, or a polliwog to tackle a whale. Such an adaptation is rare compared to: Never send a boy to do a man's work. Each reader will find similar variants which he will think are more satisfactory than Kremer's. However, until one tries such paraphrases himself in a wide representation, he must not chide too much.

C. GRANT LOOMIS

University of California (Berkeley)

On *Romanticism and the Art of Translation*. *Studies in Honor of Edwin Hermann Zeydel*. Edited by Gottfried F. Merkel. Princeton, New Jersey: Princeton University Press, 1956, pp. viii+267. \$4.50.

Members of the MLA attending the annual conventions may often see in the vicinity of the German sectional meetings a gathering of colleagues about their genial, enthusiastic teacher and friend, Edwin H. Zeydel, who is now also the focus of a *Festschrift* on the occasion of his sixtieth birthday. The essays comprising the Jubilee volume deal with German literature from the mediaeval period to the twentieth century. The main emphasis is on romanticism and translation, two of the main fields of Professor Zeydel's research, which give the title to the book. To do justice to the eleven scholarly articles and the supplementary material, would require infinitely more space than that allotted for this review. I can at most call attention to the authors, most of whom are very well known, and briefly characterize their contributions.

Gottfried F. Merkel appears in the three-fold role of indefatigable editor, biographer ("Edwin Hermann Zeydel on his Sixtieth Birthday," pp. 3-6), and compiler ("Publications of Edwin H. Zeydel," pp. 257-67); Stuart Atkins interprets "Irony and Ambiguity in the Final Scene of Goethe's *Faust*," pp. 7-27; Melitta Gerhard evaluates "Goethes 'geprägte Form' im romantischen Spiegel. Zu Friedrich Schlegels Aufsatz 'Über Goethes Meister,'" pp. 29-46; Paul G. Gleis takes up the theme of the horse-and-beggar trick in "*Urjān (Parsival, Book X)* from Wolfram von Eschenbach to Hans Sachs, Hebel and Schindelhannes," pp. 47-66; Raymond Immerwahr studies the contradictions and the need for an integrated perspective in "German Romanticism and the Unity of Romantic Imagination," pp. 67-81; Victor Lange analyzes recurrent themes in the poetry of "Eduard Mörike (1804-75)," pp. 83-104; Marianne Thalmann differentiates the Tieck and Wackenroder approaches to the motif of "Der unwissend Gläubige": Eine Studie zum Genieproblem," pp. 105-39; Anton Gail investigates the indebtedness of creative German literature to Rome in "Im Schatten der Griechen: Die Augusteische Dichtung, vor allem Vergil und Horaz im deutschen Schrifttum um 1800," pp. 141-61; Bayard Quincy Morgan discusses poetic patterns in his essay, "On



Translating Feminine Rhymes," pp. 163-69; Justus Rosenberg sets forth the "Constant Factors in Translation," pp. 171-95; George C. Schoolfield tracks down the source of the Narcissus-complex in "Rilke and Narcissus," pp. 197-231; John R. Sinnema hunts out Guy Marchant, printer and translator as "The German Source of the Middle Dutch 'Der Zotten Ende Der Narren Scip,'" pp. 233-54. The lengthy list of names in the *Tabula Gratulatoria* (pp. vii-viii) is further evidence of the esteem in which Professor Zeydel's colleagues hold him. Everyone connected with this publication from inception to completion has signally honored a distinguished American Germanist.

One more compilation to round out the picture of Dr. Zeydel's three decades at the University of Cincinnati could have been the names and titles of theses of those students whom he had directed for the M.A. and Ph.D. degrees.

Of late there have been several bibliographies of homage volumes in various subject fields. The reviewer would like to suggest that there be published for Germanists a bibliography of articles that have appeared in American and European *Festschriften*. It would make readily available important essays which have been largely lost because of inadequate indexing.

RALPH P. ROSENBERG

Yeshiva University

ANDERSON-IMBERT, ENRIQUE AND KIDDLE, L. B., Editors: *Veinte Cuentos Hispano-americanos del Siglo XX*. New York: Appleton-Century-Crofts, 1956. pp. xi+242. \$2.75.

The twenty authors, whose unabridged stories are collected in this anthology of the current Spanish American short-story, represent most of the Spanish-speaking lands in this hemisphere, while the stories illustrate the most important literary tendencies of the past fifty years: modernism, realism, naturalism, ultraism, surrealism and existentialism. The characters portrayed in these tales belong to all classes of complex Hispanic American society; there are stories of love, superstition, childhood, detectives, animals, fantasy, a wide variety which offers a good cross-section of current writing.

In their introduction, the editors provide a concise historical summary of the Spanish American short-story and they precede each selection with a brief discussion in English of the author. The only exercises, the *preguntas* which follow each *cuento*, offer conversational practice at intermediate and at advanced levels. The vocabulary, intended for intermediate and for advanced students, does not include common words which should already be familiar from elementary work. The volume is paper bound and unusually free of typographical errors.

Stories are not arranged in order of difficulty but by author's date of birth; hence, the first story in the book is not the easiest but happens to be one of the more difficult. This order was adopted as necessary for appreciation of the development of the short-story in Hispanic America. Therefore, on page xi, the editors group story titles into an outline according to three categories: easy, medium and hard.

The first story, by an Argentine, is an unusual tale of a man's attempts to teach a chimpanzee to talk. There fol-

lows a story by the universally known Quiroga and then a slight sketch by Henríquez Ureña, native of the Dominican Republic. From Uruguay comes a colorful tale of superstition and passion, followed by a mildly humorous bit by another Argentine writer. Mexico is represented by three writers and stories: Monterde's well known *Moneda de oro*, a humorous sketch by Arreola, and Jorge Ferretis' *Hombres en tempestad* which is probably the most memorable of the whole collection. Colombia, Cuba and Uruguay each contribute two writers; Venezuela, Ecuador, Chile, Peru and El Salvador each contribute one. Aguilera Malta's *El Cholo que se vengó*, would in this country be termed a "short short"; the longest selection in this collection is Borges' *La Muerte y la brújula*. The one contribution from El Salvador, being in dialect, is probably for most students the most difficult selection, though for some few, that might be a challenge partly compensating the difficulty. While all readers, especially teachers, will not be equally impressed with the quality or significance of these stories, their merit is probably as high as that of most such collections of contemporary material.

The outstanding advantage of this text is possibly its vocabulary; in these stories occur many very useful, practical words and many picturesque idioms, well explained in footnotes, seldom found in textbooks, yet encountered by the traveller or dweller in Spanish-speaking lands, especially in this hemisphere. The serious student, therefore, confronted with this live, practical *lenguaje*, may well outgrow the limitations of "basic" Spanish and of contrived word-lists and thus may realize that Spanish is a language as rich as his own.

WILLIAM H. ARCHER

ARJONA, DORIS K. AND CARLOS V., *Más cuentos de las Españas*. New York: Charles Scribner's Sons, 1956. pp. 203. \$2.50.

This is a collection of fourteen stories ranging in length from two to seventeen pages each of five Spanish and six Spanish American authors. In the preface the authors state that the text, like its predecessor *Cuentos de las Españas*, illustrates both aspects of Spanish and Spanish American life in its stories gathered from two hemispheres. The text occupies 162 pages and the vocabulary 39. The following authors are represented: Gregorio López y Fuentes, Juan Valera, Horacio Quiroga, Abraham Valdelomar, Antonio de Trueba, Miguel Cané, Javier de Viana, Gustavo Adolfo Bécquer, Baldomero Lillo, Fernán Caballero, and Luis Coloma.

Each story is preceded by a short introduction with data concerning the author's life and works excepting the introduction to *Días estudiantiles* which deals specifically with Miguel Cané's school days. A visible vocabulary of words, idiomatic expressions, geographic and historical references appears at the bottom of each page. Following each story there are exercises of comprehension which consist of questions to be answered by the student or sentences to be completed. This is followed by exercises for study in which the student is to give the infinitive form of verbs, translate idiomatic expressions into English, select synonyms, etc. The final exercise labelled "For discussion" calls for a critical evaluation of the story.

The vocabulary at the end of the book is clear and accurate. It is not all inclusive and it omits words and phrases used only once and explained in the footnotes, cognates, diminutives, adverbs ending in *-mente*, verb forms, except infinitives and certain forms of irregular and third conjugation vowel-changing verbs.

It is the opinion of this reviewer that it is very difficult to satisfy everyone's taste in the choice of stories for a collection. The choice of the author appears to be a good one with the exception of Quiroga's *El loro pelado* which not only lags in interest but seems too naïve for college students. It is also believed that the use of numbers in the text with corresponding numbers in the visible vocabulary would facilitate the reading of the stories and result in the saving of time.

The editing has been well done and *Más cuentos de las Españas* is a worthwhile addition to the number of readers for second year Spanish students. The printing is clear, and appears to be free of typographical errors. The book is very attractively bound.

RAFAEL J. MIRANDA

Spring Hill College  
Mobile, Alabama

PEI, MARIO, *Language for Everybody*. New York: The Devin-Adair Company, 1956. pp. xii+340. \$5.00.

This fascinating volume is another contribution to the rapidly expanding shelf of interesting books on language written by Professor Pei. There is no one who has done more to make this field attractive to the average person. His rare combination of ease of style with depth of scholarship made even crotchety Bernard Shaw express his admiration of Dr. Pei's skill in making philology fascinating.

One is amazed at the vast expanse of linguistic territory that Pei covers. He cites examples not only from the more familiar European languages, but also from Albanian, Lithuanian, Hindustani, Bengali and Telugu. In dealing with so extensive a body of material, the author is, of course, constantly faced with the problem of selection. This is all the more difficult since he attempts to illuminate all the multitudinous facets of language within a very limited space and for the average reader.

Part I treats of "Language in Your Daily Life." This topic is skilfully handled. If, however, polyglot double-talk, pidgin English and cant are included, one might, for the sake of completeness, also mention (without examples!) that small but intimate stock of words (all pure Anglo-Saxon) transmitted orally from generation to generation by the youthful male population. Also, a word on profanity would be of interest. These two colorful areas are definitely phases of our daily linguistic experience.

Part II, "Language in the Laboratory," discusses sounds, forms, accent and intonation. Extremely interesting and helpful are the samples of intonation, with musical notation. This aspect of language is basic to the speech pattern, yet most beginners' texts do not mention it at all.

The need of economy and simplicity doubtless obliged the author to omit any reference to philologists and linguists, as well as to methodology, in Part III, "History of Language." One of the many interesting features of the book are the numerous illustrative words, phrases and charts. Page 55 presents a map of Western Germany with an isogloss of the pronunciation of *das*, north and south of the line indicated. More significant, I feel, is the line of demarcation between High and Low German, which runs from Aachen, south of Düsseldorf, and through Kassel to Frankfurt-on-the-Oder. Incidentally, the *scale* of *marescale* (p. 166) means simply "servant." (as in the family name *Gottschalk*, "servant of God.")

Numerous examples of word-borrowing are given. On pages 152-153, however, 15 words from Arabic-Persian are given and only three from German. May I suggest to Professor Pei (who has a good appetite and sings songs in 13 languages) the following additions: *delicatessen*, *sauerkraut*, *frankfurter*, *pretzel*, *zwieback* and *liverwurst*. Also, *lied*, *leit-motif*, *waltz*, and that beautiful word, *kindergarten*.

Part IV deals with the "Sociological Implications of Language." Extremely stimulating are the ideas expressed under the subtopics, "Language as the standard bearer of culture," "The international aspects of language," and "Language and the world's future." The more purely linguistic aspects of these problems are discussed in Part V, "Languages in Comparison."

Part VI, "Some Practical Language Hints" gives such valuable suggestions that one wishes that there were many more than the 28 pages in this section. It is such an excellent beginning that we hope an entire book will be devoted to this subject. Pei, who has learned a dozen tongues in entirely different ways—from traditional classroom instruction to casual chats at lunch with a Japanese waiter—can offer some valuable practical advice to the learner.

*Language for Everybody*, as the title indicates, is designed for the average reader. Concisely, clearly and cleverly it presents the main facts of the subject in non-technical terms. For teachers and students, especially for those who have majored in other fields, it can serve as a handy, practical reference volume. On the other hand, there is such a wealth of scholarly material and there are such useful suggestions on language learning in the book, that it is equally valuable to the student of a foreign language. In other words, everybody should read *Language for Everybody*.

THEODORE HUEBENER

Board of Education  
New York City

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